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ABSTRACT

Written as a companion to the secondary textbook, "Alaska Native Land Claims", this student workbook is organized via 9 units and 39 chapters which parallel the text's organizational format. Each unit presents unit goals and has anywhere from three to five subsections or chapters. Each titled chapter (e.g., Alaska's First Settlers) presents: (1) learning objectives (e.g., "state the probable origin of Alaska's first settlers"); (2) a review (factual quiz in either essay or objective format); (3) vocabulary words and definitions (e.g., dispossessed, savage, etc.); (4) map study (various map oriented activities); (5) learning experiences (discussion topics, activities, projects, etc.). Additionally, this workbook includes the goals for the entire text and appendices (U.S. Federal government structure; how a bill becomes law; a sample of regional business corporation structure; cross-word puzzle; poetry; and "What Do I Value", a questionnaire). (JC)

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Workbook

Alaska Native Land Claims

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RD097153

WORKBOOK TO ACCOMPANY

Alaska Native Land Claims

Textbook

by

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Prepared for

Alaska Unorganized Borough School District

by

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TABLE OF CONTENTS

		Page
Table of Contents		ii
Introduction: "To the student"		4
Learning goals for the text ALASKA NATIVE LAND CLAIMS		4
UNIT ONE	EARLIEST TIMES	5
1.	Alaska's first settlers	5
2.	Eighteenth century territories	7
3.	Other claimants	10
UNIT TWO	AMERICAN INDIANS AND THEIR LANDS	14
4.	The dispossessed	14
5.	Three centuries earlier	17
6.	European attitudes	19
7.	Treaties	21
8.	Congressional action	23
9.	Federal services	25
UNIT THREE	ALASKA NATIVES AND THEIR LANDS	28
10.	New migrants	28
11.	Encroachments	31
12.	Unacknowledged title	35
13.	Renewed promise	39
UNIT FOUR	THE LAND CLAIMS STRUGGLE	43
14.	New threats to land rights	43
15.	Alternative solutions	45
16.	Organization	47
17.	Proposed legislation	49
18.	A strengthened case	51
19.	Improved prospects	53
20.	A legislative settlement	54

UNIT FIVE	THE ALASKA NATIVE CLAIMS SETTLEMENT ACT: AN INTRODUCTION	57
	21. Land and money	57
	22. The corporation as vehicle	61
	23. Alaska Native corporations	63
UNIT SIX	SETTLEMENT ACT ORGANIZATIONS	66
	24. Regional business corporations	66
	25. Local business corporations	69
	26. Other organizations	71
UNIT SEVEN	THE MONEY SETTLEMENT	74
	27. Sources	74
	28. Payments to individuals	77
	29. Funding for village corporations	81
	30. Funding for regional corporations	83
UNIT EIGHT	THE LAND SETTLEMENT	88
	31. Village corporation selections	88
	32. Limitations on selections	91
	33. Individuals and some others	93
	34. Regional corporations	95
	35. Corporations as land owners	97
	36. The public	100
UNIT NINE	SHAPING THE FUTURE	103
	37. Self-determination	103
	38. Goals of corporations	105
	39. Responsibilities	108
	EPILOGUE	110
Appendices		112
	A United States federal government structure	112
	B How a bill becomes law	113
	C (Sample) regional business corporation structure	115
	D Cross-word Puzzle	116
	E Poetry	117
	F What do I value?	118

To the student:

This workbook has been prepared as a guide to help you study and learn about how there came to be an Alaska Native land claims settlement and what the settlement is all about.

The workbook has been organized so that each chapter in the textbook ALASKA NATIVE LAND CLAIMS has a corresponding chapter in this workbook. Use of the vocabulary exercises, review questions, chart studies and other activities will be determined as they are appropriate to your class plans. Not all of the suggested chapter learning experiences are expected nor intended to be used. You, the class and the teacher will determine which suggestions are most appropriate.

We hope that as you study the land claims settlement you will have acquired knowledge that you did not have before. At the conclusion of the course we hope that you will know:

- the historic foundation of claims to land made by Eskimos, Indians and Aleuts of Alaska;
- how efforts initiated by Alaska Natives to preserve land rights culminated in claims settlement legislation;
- the terms of the settlement;
- the purposes of Native corporations, how they function, and how their decisions affect the future;
- what the implications of the settlement might be for the future;

and in addition, we hope that you will:

- appreciate the justness of land claims made by Eskimos, Indians and Aleuts regarding land rights;
- respect the efforts of those who devoted their energies to the settlement of claims;
- value the settlement for the opportunity it presents to Alaska Natives for self-determination;
- appreciate the present and prospective relationship of Native corporations to your own life; and
- be challenged to be an active participant in shaping the future.

The Authors

EARLIEST TIMES UNIT ONE

Unit goals: At the conclusion of the unit you should know:

- that people had occupied the land known today as Alaska for thousands of years prior to the arrival of Russian traders;
- the extent to which lands in Alaska were occupied and used before the purchase of Alaska by the United States;
- the reasons for the uncertainty about the land rights of Alaska Natives after the purchase of Alaska;

and understand

- why the land claims settlement story should begin with the EARLIEST TIMES.

Chapter 1 Alaska's First Settlers

Learning objectives. After completing the chapter you should be able to:

- state the probable origin of Alaska's first settlers;
- give an estimate of time when the first migrations of people into Alaska occurred;
- by using three examples, explain the extent to which the earliest settlers of Alaska occupied the land in ancient times; and
- tell why the land claims story should begin with Alaska's first settlers.

A. REVIEW. Place a T in the blank if the statement is true or an F in the blank if the statement is false.

_____ 1. The earliest migrations of peoples into what is known today as Alaska occurred about 1,000 years ago.

_____ 2. From ancient living sites found in Alaska it is generally believed that Alaska's earliest settlers were widely distributed across the land.

_____ 3. Many scientists believe that the earliest ancestors of Eskimos, Indians and Aleuts probably entered Alaska over a land bridge connecting Asia and Alaska.

_____ 4. Scientific evidence (archaeological sites) indicates that human occupation in Alaska has existed for over 10,000 years.

B. VOCABULARY. The correct word (or words) which matches the definition is found in the word maze. Circle the word(s) in the maze. Write the correct word(s) which match the definition in the blanks.

1. the name given to the tundra plain which the earliest migrants probably crossed from Asia into Alaska _____

_____

2. the study of material remains (artifacts, fossil relics) of past human life _____

3. period of time before written history _____

4. a simple object made for use as a tool or ornament _____

_____

WORD MAZE. Can you find the hidden words?

I D G E A R C H A

R S T O R Y A R E

B I T C A F I T O

D H E R P Y G O L

N A L G N I R E B

C. MAP STUDY. Using the Alaska map of ancient sites found in the text, write in the blanks beside the site the general area of Alaska where it is located. Write the name of the nearest village or town to the location today in the second blank.

		General location	Village/town
1.	Tangle Lakes (example)	(Central southeast interior Alaska)	(Paxon and Denali)
2.	Onion Portage	_____	_____
3.	Anangula Island	_____	_____
4.	Ground Hog Bay	_____	_____
5.	Cape Krusenstern	_____	_____

6. Kukulik Mound _____ _____

7. Birnirk _____ _____

8. Healy Lake _____ _____

D. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Why should the land claims story begin with Alaska's first settlers?

   b. How does the climate affect the migrations of people?

   c. What is the basis for the theory that people entered Alaska from Asia?

2. If possible, find out what evidence there is of ancient occupation of the land near your community. Make a report to the class. If possible, use photographs and/or drawings.

3. Make a salt and flour model map that shows the Bering Land Bridge between Asia and Alaska at the time of low sea waters. Use a topographical map for a guide. (Recipe: equal parts of flour and salt kneaded together with enough water added to make them stick together. Poster paints can be used.)

4. Using a wall map, label and give approximate dates of the archaeology sites studied in class.

5. Report on current archaeology discoveries of prehistoric sites in Alaska. (newspapers, "Alaska" magazine, Alaska Native corporation land offices, Alaska Historical Commission.)

Chapter 2 Eighteenth Century Territories

Learning objectives: After completing the chapter you should be able to:

- identify the six major groups of natives that were present in Alaska at the time of Russian arrival in the mid 18th century;

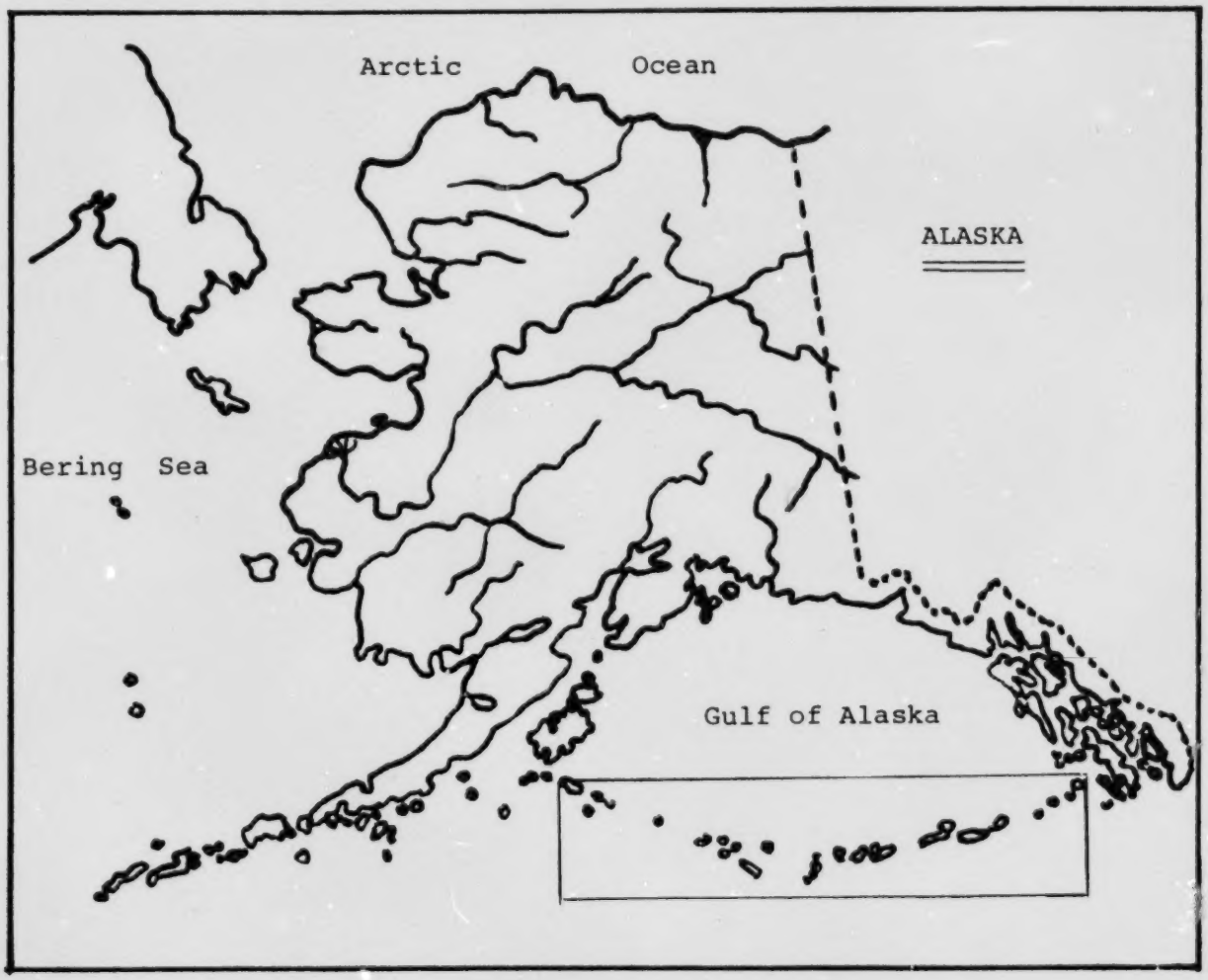
- discuss the extent to which the lands of Alaska were occupied by location of the native groups prior to the arrival of the Russians; and

- using at least three examples, tell why there was great diversity in the use of natural resources by Alaska natives.

A. MAP STUDY.

Directions. (a) Prepare the following key which will correspond with the location of the major Native groups living in Alaska at the time of Russian arrival in the mid 18th century. (b) On the map found on the preceding page indicate the general areas where each of the following Alaska Native groups were located.

1.	Aleuts	☐	4.	Northern Eskimos	☐
2.	Athabascans	☐	5.	Southern Eskimos	☐
3.	Haidas	☐	6.	Tlingits	☐



B. VOCABULARY. Place the letter of the definition found in column B with the correct word or words in column A.

Column A	Column B
___1. linguistic group	a. minimum food, clothing and shelter necessary to sustain life
___2. population density	b. a person who studies man in his relationship to others and the world
___3. cultural group	c. a group of people who have a similar way of doing things as distinguished from other groups of people
___4. dialect	d. a spoken variation of a particular language
___5. subsistence	e. people who speak the same language
	f. the average number of people per unit of area

C. REVIEW. Place the letter of the phrase which correctly completes the statement in the blank to the left.

_____ 1. The group of natives which does not belong in the list of major groups living in Alaska in the mid 18th century is (a) Athabascans, (b) Southern Eskimos, (c) Chukchees, (d) Tlingits, (e) Haidas, (f) Northern Eskimos, (g) Aleuts.

_____ 2. The natives who had perhaps the largest number of people for each square mile were the (a) Koniags, (b) Northern Eskimos, (c) Athabascans.

_____ 3. Tlingits and Haidas were mainly dependent upon (a) whales, (b) caribou, (c) fish for food.

_____ 4. Athabascans were mainly located (a) along the northern coast of Alaska, (b) in southeastern Alaska (the Panhandle), (c) around Kodiak Island and Cook Inlet, (d) in the interior portion of Alaska.

_____ 5. The general dividing area between Northern and Southern speaking Eskimos was (a) Cook Inlet, (b) Norton Sound, (c) the Aleutian Islands.

_____ 6. Food resources for Athabascans were (a) always plentiful, (b) basically salmon and seal, (c) varied, depending upon location and availability.

_____ 7. Generally the natives of Alaska (a) had acknowledged boundaries to mark the territories for hunting and fishing, (b) recognized no territorial rights of other groups, (c) had no individual ownership rights.

____ 8. Prior to the arrival of Russians in Alaska, the factor which determined where Alaska natives might be living was the availability of (a) trading centers, (b) job opportunities, (c) food resources.

____ 9. Eskimos lived in the area of Alaska that extended (a) from the northern coastal region directly south through the interior, (b) along the coastal region from northern Alaska down to the Aleutian Islands, (c) across the northern coastal region of Alaska.

____ 10. For food resources the Aleuts depended upon (a) large land animals, (b) both sea mammals and plant life from the land, (c) salmon.

D. LEARNING EXPERIENCES.

1. Discussion topics.

   a. What similarities of obtaining food resources existed among all Natives of Alaska?

   b. Why did more Natives live in some areas of Alaska than in others?

   c. How extensively was the land of Alaska used by natives before the arrival of the Russians?

2. Select a major Alaska Native group living in the mid 18th century and create a poster display which includes information about: food resources, methods of getting food, equipment, clothing, shelters, art and transportation.

3. Select a traditional Aleut, Eskimo or Indian story on one of the following topics and share with the class in a puppet presentation or a "comic book" style:

   - trading
   - territorial wars
   - the hunt
   - abundance (or lack) of food resources

Chapter 3 Other Claimants

Learning objectives. After completing the chapter you should be able to:

- locate the general geographical areas of Alaska where the Russian traders settled;

- briefly explain how Russians classified the Alaska Natives for the purposes of making laws;

- evaluate the extent to which Alaska Natives were dependent upon land use; and

- explain the failure of the Treaty of Cession regarding Alaska Native rights and describe what effect this had upon the policies of the United States toward Alaska Natives.

A. VOCABULARY. Fill in the blank with the correct word from the list in the column on the right. Not all of the words will be used.

1. Land which is given up is sometimes called _____ territory.

2. Natives required to supply men and hunters for the Russian traders were considered to be _____ tribes, subject to Russian rules.

3. The name given to designate children of Native and Russian parents was _____.

4. The trading company granted a royal charter with exclusive hunting and trading rights in America was the _____ _____ Company.

creole
Russian American
ceded
dependent
royal charter

B. REVIEW. Complete each of the following statements by circling the correct word or groups of words in parenthesis.

1. The Russian traders first came in contact with the (Athabascan Aleut) Natives in Alaska. Because these Natives were highly skilled hunters of the (caribou sea-otter) the Russian traders forced them into service.

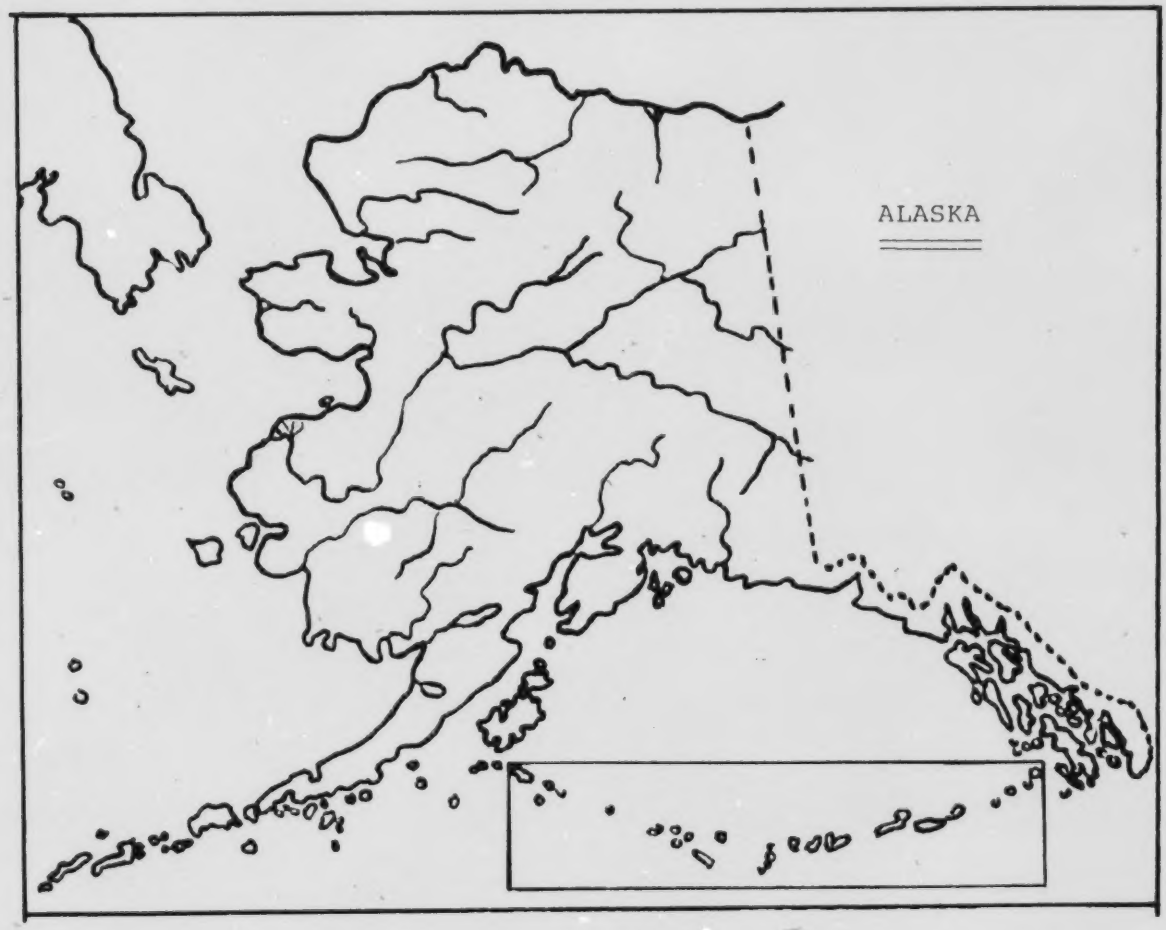
2. The formation of Russian colonies in Alaska was limited to (interior coastal) Alaska between (Unalakleet Barrow) in the north and (Kenai Sitka) in the south.

3. Generally, Russian rule over the Natives affected Native land use (a lot, some, very little, not at all).

4. The name given the document of agreement for the sale of Russian possessions in Alaska to the United States in 1867 was (Organic Act, Treaty of Cession, Royal Charter).

5. The treaty written for the sale of Alaska to the United States failed to (define the rights of, mention anything about) the Alaska Natives.

C. MAP STUDY. Label each of the following places or rivers where Russian traders went in Alaska.



D. LEARNING EXPERIENCES.

1. Discussion topics.

a. Who were the "other claimants?" What was being claimed?

b. To what extent did the Russians use the land in Alaska?
c. Why did Aleuts become "dependent" tribes while Athabascans remained independent?
d. What problems did the Treaty of Cession cause for future United States policies toward Alaska Natives?

2. Write a report on one of the following topics:

a. Alexander Baranof
b. Russian-American Company
c. Crimean War (Europe) and Russian involvement
d. New Archangel (Sitka)

3. Draw a wall map that shows approximate boundaries and locations of Russian America.

4. Record stories about the Russian fur traders in Alaska as they have been told through the years. Consult with the community story-tellers. Share with the class. Or invite a story-teller to class to relate some of the stories about the Russian influence in Alaska.

AMERICAN INDIANS AND THEIR LANDS UNIT TWO

Unit goals: At the conclusion of the unit you should understand:

- the effects of population expansion upon the American Indians by the end of the nineteenth century;
- the reasons for the intrusion upon American Indian lands; and
- some of the federal attempts at dealing with the unique situation of American Indians.

Chapter 4 The Dispossessed

Learning objectives. After completing the chapter you should be able to:

- briefly summarize the extent of European-American expansion by the end of the nineteenth century;
- outline the characteristics of the reservation system of the federal government; and
- identify three results of the reservation policy upon the lives of the American Indians by the end of the 19th century.

A. VOCABULARY. Briefly define each of the following words and tell how they relate to the Indians of the 19th century.

1. dispossessed
2. savage
3. civilize
4. subsistence

B. REVIEW. (Use your own paper for answers.)

1. In a brief paragraph describe the extent to which European-American settlers had penetrated the North American continent by the time Russia had sold Alaska to the United States.
2. According to government testimony what seemed to be a major contributing factor that caused wars between American Indians and white men?

3. Write an explanation that describes the policy known as the reservation system.

4. Describe the role of Indian Agents in the reservation system.

   What impact did an Indian Agent have in the reservation life of American Indians?

5. Name three pressures that kept American Indians confined to the reservation system.

   a.

   b.

   c.

6. What was the federal government policy for providing foods and essentials to American Indians living on reservations?

7. What was the intent of the policy of civilizing American Indians on reservations?

8. Describe the methods used to prevent American Indians living on reservations from having a voice in decisions about their affairs.

9. Briefly outline and explain at least three results of the federal government policy upon the lives of American Indians.

C. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Compare the population of American Indians prior to European-American settlement s (in the area known today as the contiguous United States) to their population at the end of the nineteenth century. By the end of the century approximately what was the population of non-Indians?

   b. How does one explain the discrepancy between the description of the U.S. as a "democratic nation founded on principles of equality and respect for property" and the actual practice of mistreatment of American Indians and abuse of American Indian land rights? Has this gap been narrowed in recent times? Why or why not?

   c. Define "civilized." How did European-Americans define the word "civilize"? Who is "civilized"?

   d. Discuss the impact of the railroad technology upon the lives of American Indians by the end of the nineteenth century.

e. What was the presumption about race in the following statement of the U.S. Congress? "The Indian tribes are rapidly decreasing due to ... the irrepressible conflict between a superior and an inferior race when brought in the presence of each other...."

f. Comment on President Jackson's defense of the reservation system as a safeguard for American Indians: "If Indians remained in contact with the whites they (Indians) would be degraded and spoiled."

g. Compare the cultural interchange between American Indian and European-Americans during the past four centuries with the cultural interchanges in the Middle East (Mediterranean) through the past three milleniums. What has happened to the defeated peoples? How have the victors treated the defeated peoples and their culture? What conclusions about cultural impact can be drawn?

h. What was the impact of church denominations in the lives of American Indians? Consider both positive and negative factors.

2. Read a history of the American Indians and the reservation system. Prepare a summary, written or oral.

3. On a map locate the Indian nations at the time European settlers first came to America. On a second map locate the American Indian cultures by 1867. Compare the two.

4. Report on the attitudes of one of the following U.S. presidents toward the American Indians:

George Washington	Ulysses Grant
Thomas Jefferson	John Adams

5. On a map locate the American Indian reservations in the United States and territories in 1867. Prepare a summary statement of the kind of land selected for such reservations and the implications for American Indian survival.

6. Report topics:

a. The missionary and the American Indian.
b. Life on a reservation during the late 19th century.
c. Attitudes of American Indian leaders toward the reservation system.

Chapter 5 Three Centuries Earlier

Learning objectives: After completing the chapter you should be able to:

- explain by using at least three examples how Indian society was able to deal with conflict problems;
- briefly describe the characteristics of Indian land ownership; and
- define what is meant by aboriginal title.

A. VOCABULARY. Write a brief definition for each of the following terms as used in the text. (Use a dictionary when necessary.)

1. colonists
2. culture
3. confederacy
4. communal
5. aboriginal
6. savage
7. extinguishment of title

B. REVIEW. From the list of words at the end of this section, select the one that best fits the blank in each sentence.

1. Early settlers generally believed that Indians had _____ forms of government.
2. Settlers thought that Indians had no laws, because there was no evidence of laws that were _____.
3. The most common form of Indian government was the organization of several families called a _____ which might control up to several hundred miles of land and provide for its own needs.
4. A group of Indian communities joined together for special purposes such as trade or the solving of conflicts was called a _____.

5. Many times European settlers thought that the Indian leader in the time of _____ was leader over all parts of Indian life.

6. A Ponca tribe might be permitted to use the hunting grounds of a Kiowa tribe if members of the Ponca tribe agreed to the terms established by the _____ of the hunting area.

7. Indian tribes usually _____ boundaries to their hunting and fishing lands.

8. Generally, ownership of land by Indian tribes was held by _____ owners.

9. Indian land ownership usually included the understanding that _____ on another Indian group's land could be reason enough to go to war.

10. European settlers believed that the final proof of land ownership was for the land owner to have a title recorded on _____.

11. The recognition by federal government law of land ownership by Indians is based on the fact that for centuries Indians had _____ and _____ the land.

12. Indian land ownership based upon centuries of use is commonly referred to as _____ title.

13. Indian title to land was said to be ended or _____ when transferred to the federal government.

Select answers from this list:

war	several	owners	paper
written	no	occupied	tribe
confederacy	used	aboriginal	had
trespassing	extinguished		

C. LEARNING EXPERIENCES.

1. Discussion topics.

a. How did American Indian society provide for the settling of conflicts which might arise between individuals or groups? Compare with other cultures.

b. What kind of value (or worth) did Indian nations place upon land? How was the land used? Compare these values to your own feelings about the land where you live.

2. Read a book about Indian life before and after European settlement in the western hemisphere and prepare a brief summary about the view toward land use as portrayed in the book.

3. Prepare a stick figure collage of Indian life showing land use and ownership prior to the arrival of European settlers.

Chapter 6 European Attitudes

Learning objectives: After completing the chapter you should be able to:

- list at least three European ideas that influenced the development of government policies toward American Indians;
- state a basic difference between the European and Indian understanding of land use; and
- explain how European attitudes enabled the taking of Indian lands.

A. VOCABULARY. Match the words in the list at the end of this section with the definition. Practice using the word by writing a sentence with the word in it.

1. a plan of action _ _ _ _ C _ _
2. a customary way of doing things _ R _ _ _ _ _ _ _
3. customs a person acquires or inherits based upon past usage _ _ _ _ T _ _ _
4. future outcome _ _ S _ _ _ _
5. land owned with no restrictions upon the ownership _ E _ _ _ _ P _ _
6. uncivilized _ _ _ _ G _ _

(Word list: tradition, destiny, savage, fee simple, heritage, policy)

B. REVIEW. (Use your own paper.)

1. Based upon what you have read in the chapter write a paragraph on what you think was a basic problem that caused conflicts between the European settlers and the American Indians.

2. How were European settlers able to justify the taking of lands as they migrated into the region known today as the United States?

3. Explain the basic difference between European settlers and the American Indians' understanding of land use.

C. QUOTATIONS. Read each of the excerpts printed below. These views represent attitudes held about the land in the western hemisphere, one by an American Indian and one by an European settler in America. In a paragraph (or essay) compare the two statements and describe what view each of the speeches had regarding the land and its use.

"The earth was created by the assistance of the sun, and it should be left as it was... The country was made without lines of demarcation, and it is no man's business to divide it.... Perhaps you think the Creator sent you here to dispose of us as you see fit. If I thought you were sent by the Creator I might be induced to think you had a right to dispose of me. Do not misunderstand me, but understand me fully with reference to my affection for the land. I never said the land was mine to do with it as I chose. The one who has the right to dispose of it is the one who has created it. I claim a right to live on my land, and accord you the privilege to live on yours."

Chief Joseph
Nez Perce

(BURY MY HEART AT WOUNDED KNEE, Dee Brown, New York: Holt, Rinehart and Winston, Inc., Bantam Books, 1972, p. 300.)

"The whole earth is the Lord's garden and he has given it to the sons of men with a general commission: Genesis 1:28: Increase and multiply and replenish the earth and subdue it. Why, then, should we stand striving here for places to live? Many men spend as much labor and money to obtain or keep an acre or two of land here as would buy man many acres in another country. Why allow a whole continent so fruitful and convenient for the use of man to lie wasted without any improvement?

John Winthrop
New England, 1629

(LIFE AND LETTERS OF JOHN WINTHROP. Boston: Ticknor and Fields, 1864, pages 309-310.)

D. LEARNING EXPERIENCES.

1. Discussion topics.

   a. How did European religion support the taking of land in the western hemisphere?

   b. Why might Europeans have grown to the point where land was something to be bought and sold with a title on paper as proof?

   c. Discuss the statement "When Europeans and Indians met for the first time... neither side was prepared for the event."

   d. Why might European settlers have misunderstood what they observed regarding Indians in America and land use in America?

2. Write a cinquain poem to express the attitudes about the value of land to the European settlers and/or the American Indians. (see the student workbook appendix E).

3.. Select and read a novel that deals with the relationships between European settlers in the western hemisphere and the American Indians. Report the views expressed in the book to the class. (Suggested reading: LIGHT IN THE FOREST)

4. Compare the European settler-American Indian experience to the experience of western Russia peoples settling in Siberia. What are the similarities? differences? (Suggested reading: RUSSIAN SETTLEMENT IN THE NORTH, by Terence Armstrong. Cambridge University Press: Cambridge, Great Britain, 1965).

Chapter 7 Treaties

Learning objectives: After completing the chapter you should be able to:

- define "treaty";
- explain why the treaty system was used; and
- name four problems of the treaty system.

A. VOCABULARY. After each sentence below, circle the word which the sentence defines.

1. An agreement between the American colonial government and the American

Indian tribes which carried the force of law was called (a) a provision, (b) a treaty, (c) a tribe, (d) a reservation, (e) an appropriation.

2. Usually Indian tribes would give up or (a) seed, (b) cede, (c) null and void part of its lands to the federal government.

3. The money set aside by formal action of Congress is called (a) a perpetual payment, (b) an appropriation, (c) a treaty.

4. Indian tribes which were recognized by the federal government as independent or self-ruling organizations were called (a) aboriginal powers, (b) appropriations (c) compensation, (d) restrictive payments.

B. REVIEW. True and false. Place a (T) in the space if the statement is true and an (F) in the space if the statement is false.

_____ 1. The early United States government felt threatened by the presence of American Indians.

_____ 2. Treaties were primarily concerned with the exchange of food for material things such as guns or whiskey.

_____ 3. The treaty system eventually ended mainly because the American Indians violated the agreements of the treaties.

_____ 4. In the early days of colonial government, the American Indians were recognized as independent nations.

_____ 5. One of the main problems with the treaty system was that the federal government took advantage of its power in treaty-making.

C. LEARNING EXPERIENCES.

1. Discussion topics.

a. Do you think that all treaties between the United States government and the American Indians were doomed to failure before the first one was ever written? Why, or why not?

b. Discuss the injustices connected with the treaty system as used by the government with the American Indian nations.

c. Were treaties which were signed by the federal government and the American Indian tribes really agreements between sovereign nations? Why or why not?

d. Compare the way the U.S. honored its treaties with Indian nations to the manner in which it honored those with foreign nations (i.e.: Germany in 1917 or Japan in 1945).

e. To what extent does the United States uphold its treaties today?

2. Find current newspaper articles related to American Indian treaties and report to the class for discussion.

3. Compare maps in the unit which illustrate where American Indians lived before settlers arrived, and where American Indians were located by 1887.

4. Report: Select one of the following people and find out what he said about treaties and the United States government:

Spotted Tail, Red Cloud, Chief Joseph, or Sitting Bull.

5. Correspond with an American Indian school such as Rough Rock Demonstration School (high school), Rough Rock, Arizona. Inquire about student opinions regarding particular local situations of American Indian - federal government interaction on traditional land use patterns.

Chapter 8 Congressional Action

Learning objectives: After completing the chapter you should be able to:

- briefly explain the Indian Removal Act and the Allotment Act;
- compare the purpose of the Indian removal policy with the allotment policy; and
- list the major effects of the U.S. government policies upon traditional Indian land use.

A. VOCABULARY. Complete each of the following.

1. Why was the period after the passage of the Indian Removal Act in Congress called one of consolidation? _____

_____

2. Explain what was meant by Senator Dawes when he said that "private property was the Indians' door to white civilization." _____

_____

3. Define allotment. _____

B. REVIEW. (Use your own paper, please.)

1. Explain the purpose of the Indian Removal Act.

2. How were the government policies -- Indian Removal Act and the Indian Allotment Act -- similar in affecting American Indian lands?

3. From the federal government viewpoint what was the advantage of having Indian tribes located on limited tracts of land (reservations)?

4. Why was the Indian Removal policy abandoned after 1887?

5. What was the goal of the federal government when it shifted from the Indian removal policy to the allotment policy?

6. What effect did the Indian Removal Act and Allotment Act have upon:

   a. traditional Indian land use?
   b. traditional Indian governing structures?

C. LEARNING EXPERIENCES.

1. Discussion topics.

   a. To what extent has the treatment of American Indians been changed in recent years as compared with the 19th century policies? Use specific examples.

   b. Discuss examples of other places in the world where people have been removed from their land. Compare the experience to that of American Indians.

   c. What kinds of values were present in the conflict situations over land ownership?

2. Find a current events newspaper article relating to American Indian efforts to determine for themselves how to best conduct their affairs. Report to the class.

3. Design a "political" button or poster that could have been used to support the federal government's removal or allotment policies; or design a button that would have supported opposition to the government policies. Explain your position in class.

4. Correspond with one of the following to find out what issues of land ownership American Indians are dealing with today: National Congress of American Indians The American Native Fund or the Institute for the Development of Indian Law.

Chapter 9 Federal Services

Learning objectives: After completing the chapter you should be able to:

- identify the source of federal authority to provide special services for American Indians;

- contrast the apparent intent of Chief Justice Marshall's interpretation of American Indians as wards with what became the practice; and

- explain the beginnings of health and education services for American Indians.

A. VOCABULARY. Fill in the blanks below with the correct words. You will find the words in the maze of letters. Circle the four words in the maze. (They may be written up, down, forward, backward or diagonally.

1. The central government of the United States is commonly called the _____ _____government.

2. One who has the (legal) care or responsibility for another person is known as _____.

3. One who is under the protection of the government is known as a ____ _____.

4. _____was though to be the means by which Indians could become "civilized."

N	O	I	T	A	C	U	D	E
M	R	E	X	T	S	A	H	L
G	U	A	R	D	I	A	N	F
I	K	U	O	B	S	P	E	Q
A	R	G	D	E	T	D	W	O
F	S	R	U	J	E	D	I	X
E	A	B	L	R	M	C	L	H
W	E	I	A	U	O	Y	I	D
H	M	L	O	D	I	M	J	N

B. REVIEW.

1. Recognizing Main Ideas.

a. In a single sentence write the main idea of this chapter.

b. Write two other important points that are made in the chapter.

1)

2)

2. Selecting important details. Place an (X) before the statement which most nearly provides the correct answer.

a. The United States government is given authority regarding American Indians by:

___1) the President of the United States.
___2) the Constitution. of the United States.
___3) the Supreme Court.
___4) the Declaration of Independence.

b. It seems that Chief Justice Marshall believed that American Indians should carry on their affairs as:

___1) independent nations.
___2) legal wards of the state.
___3) legal wards of the federal government.
___4) nations with some self control and with protection by the federal government.

c. Which one of the following statements is generally not true about the beginning of federal services to American Indians?

___1) Federal services were a reward of special privileges to American Indians.
___2) Federal services were started to protect whites.
___3) Federal services were provided since most Indian government affairs were with the federal government.

C. LEARNING EXPERIENCES.

1. Discussion topics.

a. Discuss what is meant by "guardian" and "ward" in legal language. What might Chief Justice Marshall really have meant by using the idea of guardian-ward relationship to explain the relationship of the federal government to the American Indian? Give evidence to show that he was misunderstood in actual practice.

b. To what extent has education as a "tool for 'civilizing' Indians" been useful?

c. In the past why were states hesitant or unwilling to provide health and educational services to American Indians?

d. Identify some of the reasons that prompted the federal government to start special services such as education and health care for the American Indians.

2. Make a list of the special federal services that are available particularly (or exclusively) to Alaska Natives in your community.

3. Write a brief summary statement that tells in your own words why federal services were provided American Indians beginning in the 19th century.

ALASKA NATIVES AND THEIR LANDS

Unit goals: After completing the unit you should know that:

- by 1960 there was reason to believe that aboriginal title of Alaska Natives had not been extinguished;
- migrations of new peoples to Alaska had disrupted traditional land use patterns of Alaska Natives; and
- although protection of land rights of Alaska Natives was promised by the United States government, the promise was unfulfilled.

Chapter 10 New Migrants

Learning objectives: After completing the chapter you should be able to:

- describe how much Alaska Natives were affected by the transfer of Alaska to United States rule during the first decade after 1867;
- tell why Tlingits objected to the sale of Alaska;
- explain why there was no extinguishment of aboriginal title in Alaska;
- give some examples of intrusions upon Indian lands in the first 30 years of United States rule in Alaska; and
- explain what the impact of the Organic Act (1884) was for miners, Natives and for Alaska generally.

A. VOCABULARY. (a.) Write a brief definition of each word below. (b.) Write a sentence, using the word properly.

1. migrants (a)
   (b)

2. extinguishment (a)
   (b)

3. title (for proof of land ownership)
   (a)
   (b)

4. civil government (a)
(b)

B. REVIEW. Circle the letter of the phrase which best completes the statement.

1. About (a) 30,000, (b) 400, (c) 100,000, (d) 900,000 Alaska Natives were living in Alaska at the time of purchase in 1867 from Russia.

2. Natives most affected by United States military presence in Alaska during the first ten years after purchase from Russia were the (a) Tanana chiefs of the interior Alaska, (b) Tlingits of southeastern Alaska, (c) Eskimos of the central and northern coastal regions of Alaska, (d) all Natives in Alaska.

3. Tlingits objected to the sale of Alaska in 1867 because (a) they did not like the Russians as people, (b) Alaska was sold without the consent of the Tlingits, (c) the land of Alaska did not belong to anyone, therefore could not be sold.

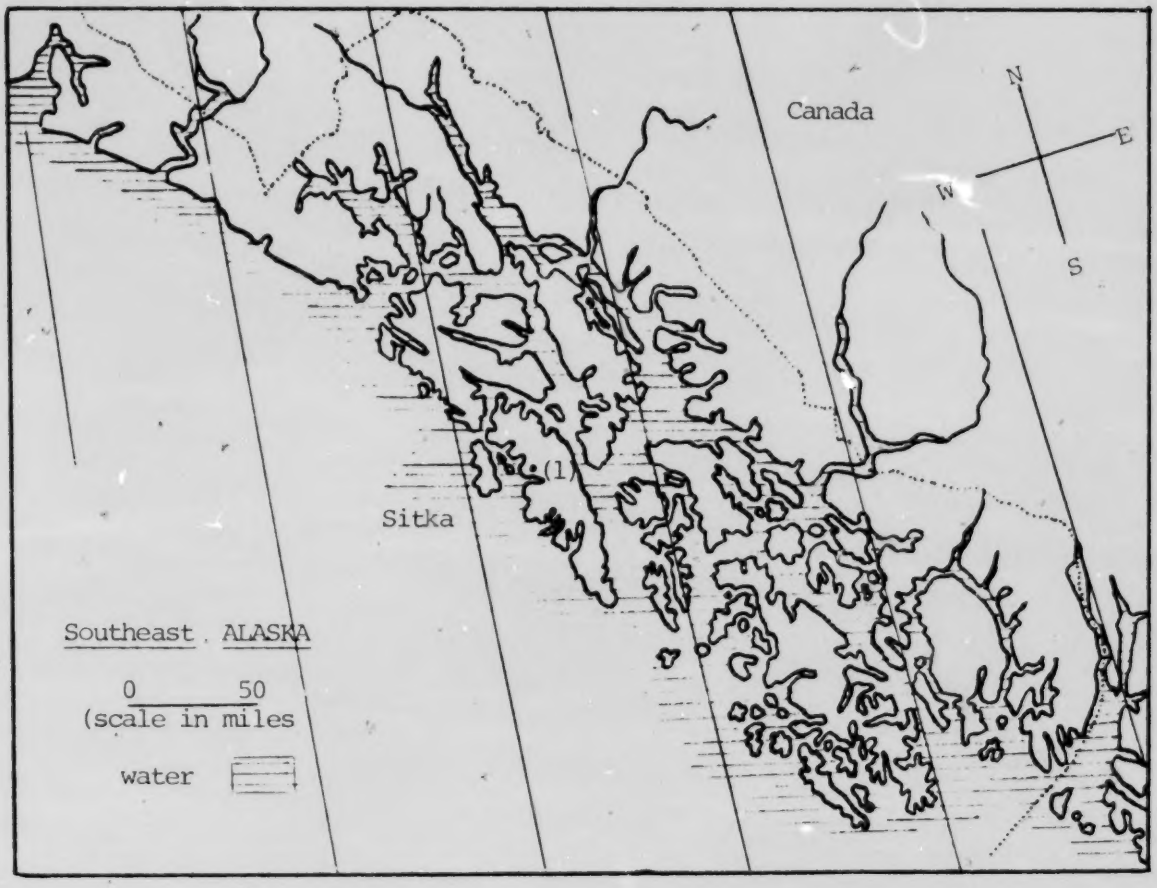
4. At the time of the purchase of Alaska by the United States from Russia, aboriginal title rights in Alaska were (a) ended, (b) generally ignored, (c) upheld by Congress in the Treaty of Cession.

5. The Organic Act was passed by Congress in 1884 to (a) establish hunting laws for Alaska, (b) organize the area of Alaska under a form of government, (c) give Alaska Natives title to their lands.

6. The Organic Act of 1884 was important for Alaska Natives because (a) it promised that future legislation would provide a means for Natives to gain legal title to their lands, (b) it extinguished aboriginal title to lands in Alaska, (c) they could acquire legal title to the lands they used and occupied.

C. MAP STUDY. Locate each of the following places named in the chapter on the southeast Alaska map below. (Number 1 is already done for you.)

1. Sitka
2. Kake
3. Dyea Pass
4. Juneau
5. Hoonah
6. Wrangell
7. Stikine River
8. general region of the Chilkat Tlingits (shade in the area)



D. LEARNING EXPERIENCES.

1. Discussion topics.

   a. In what general geographical part of Alaska did most of the interaction between Alaska Natives and the new migrant settlers occur during the first 30 years after the purchase of Alaska by the United States? Why?

   b. To what extent did the Organic Act of 1884 help or hinder the miners? business and commercial activity? Alaska Natives? different regions of Alaska?

   c. How useful was the United States military presence in Alaska as "protector of the tribes?" Why?

   d. How were the new migrant settlers able to become owners of land in Alaska by 1890?

e. Discuss the extent of protection the U.S. government provided the Alaska Natives and their lands after Alaska was purchased during the period 1867-1890.

2. Prepare a chart outlining the major features of the Organic Act of 1884 and how each affected Alaska Natives and the new migrant settlers.

3. Write a brief summary of the contact the community in which you live had with new migrant settlers in the late 1800's. In a separate paragraph explain why the contact may have been as much (or as little) as it was.

4. Report on one of the following:

General Jeff C. Davis, in charge of United States military troops in Alaska, 1867.
Chief Annahootz, Tlingit.
The way a living was provided by Tlingits and Haidas in southeastern Alaska at the time of purchase of Alaska by the United States.
Opinions expressed about the purchase of Alaska by the United States; Congress, William Seward, Alaska Natives, American Russians.

Chapter 11 Encroachments

Learning objectives: After completing the chapter you should be able to:

- explain the meaning of encroachment;

- name several economic resources that caused new migrants to flood into Alaska by 1900; and

- tell what effects the wave of new migrations had upon Alaska Natives.

A. VOCABULARY: Place the letter of the word in column B in the blank beside the definition in column A.

Column A	Column B
___1. to get rid of completely.	a. encroachment
___2. name given to gold seekers who rushed to claim land for mining gold.	b natural resources
___3. to gradually move in upon the rights or possessions of someone else and take over without permission.	c. stampeder
___4. available supply of plants, animals or minerals found in the ground or sea which can be used by residents of an area for their well-being.	d. exterminate

B. REVIEW. If the statement below is true, write the letter T in the blank; if the statement is untrue, write the letter U.

_____ 1. The area around Nome was the first place in Alaska to be mined by the gold seekers.

_____ 2. According to the United States government law, Alaska Natives were not permitted to hold gold mining claims in the late 1800's.

_____ 3. The Alaska gold rush had little effect upon the food supplies such as caribou and moose hunted by Alaska Natives.

_____ 4. Non-Natives hunted sea mammals such as whales and walrus mainly for food supplies.

_____ 5. Hunting the bowhead whale in large numbers in the later 19th century resulted in a short supply of caribou as a food resource for Natives in some areas of Alaska.

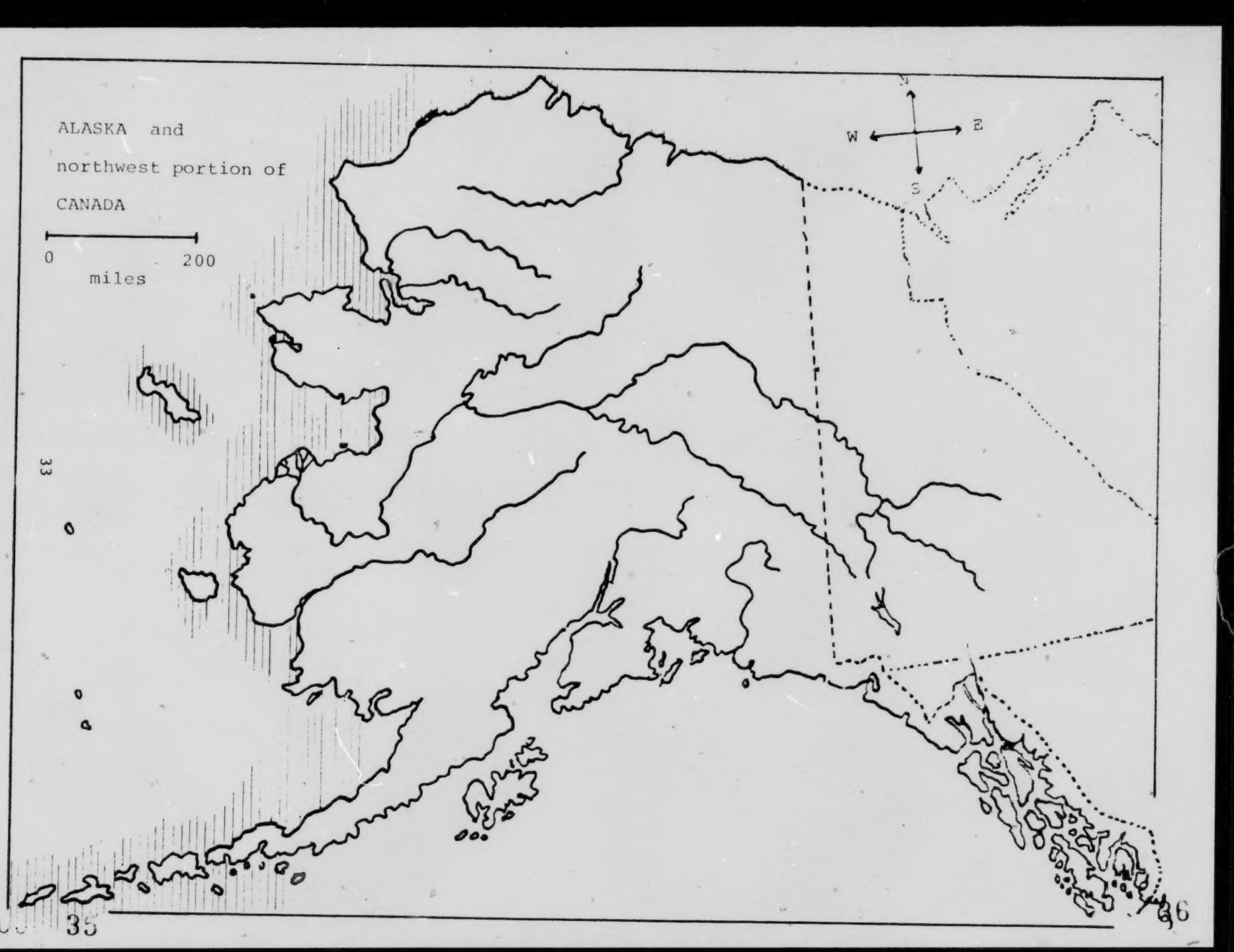
_____ 6. By 1910 the once plentiful sea otter was almost completely destroyed.

_____ 7. Permission granted to another person to fish in one's own stream is an example of encroachment.

_____ 8. One could correctly conclude after reading the chapter that gold mining, the commercial salmon industry and the whaling industry had a moderate effect upon Alaska Native living conditions by 1900.

C. MAP STUDY. Locate each of the following on the map of Alaska.

1. Yukon Territory, (Canada)
2. Klondike area (Canada)
3. Nome
4. Fairbanks
5. Seward Peninsula
6. Cook Inlet
7. Copper River
8. Klawock
9. Prince William Sound
10. Bristol Bay
11. Pribilof Islands: St. Paul and St. George
12. Sitka
13. Tongass National Forest
14. Chugach National Forest
15. Mt. McKinley
16. Mt. McKinley National Park


ALASKA and
northwest portion of
CANADA
0
200
miles
N
W
E
S
33
35
36

D. ESSAY STATEMENTS. In a paragraph complete the following sentences which have already been started for you.

The greatest impact made upon the Alaska Native traditional way of living during the last years of the 19th century was _____, because

_____

_____

_____

_____.

Opinion. If the migration of non-Natives to Alaska had to occur the best way for an Alaska Native to have been prepared for the situation if he could have done so was to

_____

_____

_____

E. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Review some of the ways in which encroachments occurred upon Alaska Native lands by the end of the 1800's. Do you think that "encroachment" was the appropriate word to use in describing what was happening? Why or why not?

   b. What do you believe was the basic reason for people rushing into Alaska in the second half of the 1800's?

   c. Compare the rush to Alaska toward the end of the 1800's with the settlement of other parts of North America in the 1600's and 1700's; in other countries of the world. Do you think that the rush to Alaska was unique in the history of the world? Why or why not?

2. Report on one of the following topics:

   TRACK OF THE "BEAR" (Part II) by William Bixby. Accounts of the revenue cutter "Bear" in and around Alaska 1886-1926.

Sheldon Jackson -- his contributions/problems in serving Alaska.
Salmon canneries in southeast Alaska and their effects upon traditional life styles.
White whalers in Alaska waters.

3. Make a wall mural that shows the rush of new migrants to Alaska by 1900 with the results upon Alaska Natives ways of living.

Chapter 12 Unacknowledged Title

Learning objectives: After completing the chapter you should be able to:

- name three ways in which Alaska Natives were able to obtain title to their land between 1900 and 1930;

- explain why government laws which provided land for Alaska Natives did not meet the needs of Natives;

- tell why the first land rights conference did not produce what Natives sought; and

- state at least two reasons for the formation of the first Alaska Native organization.

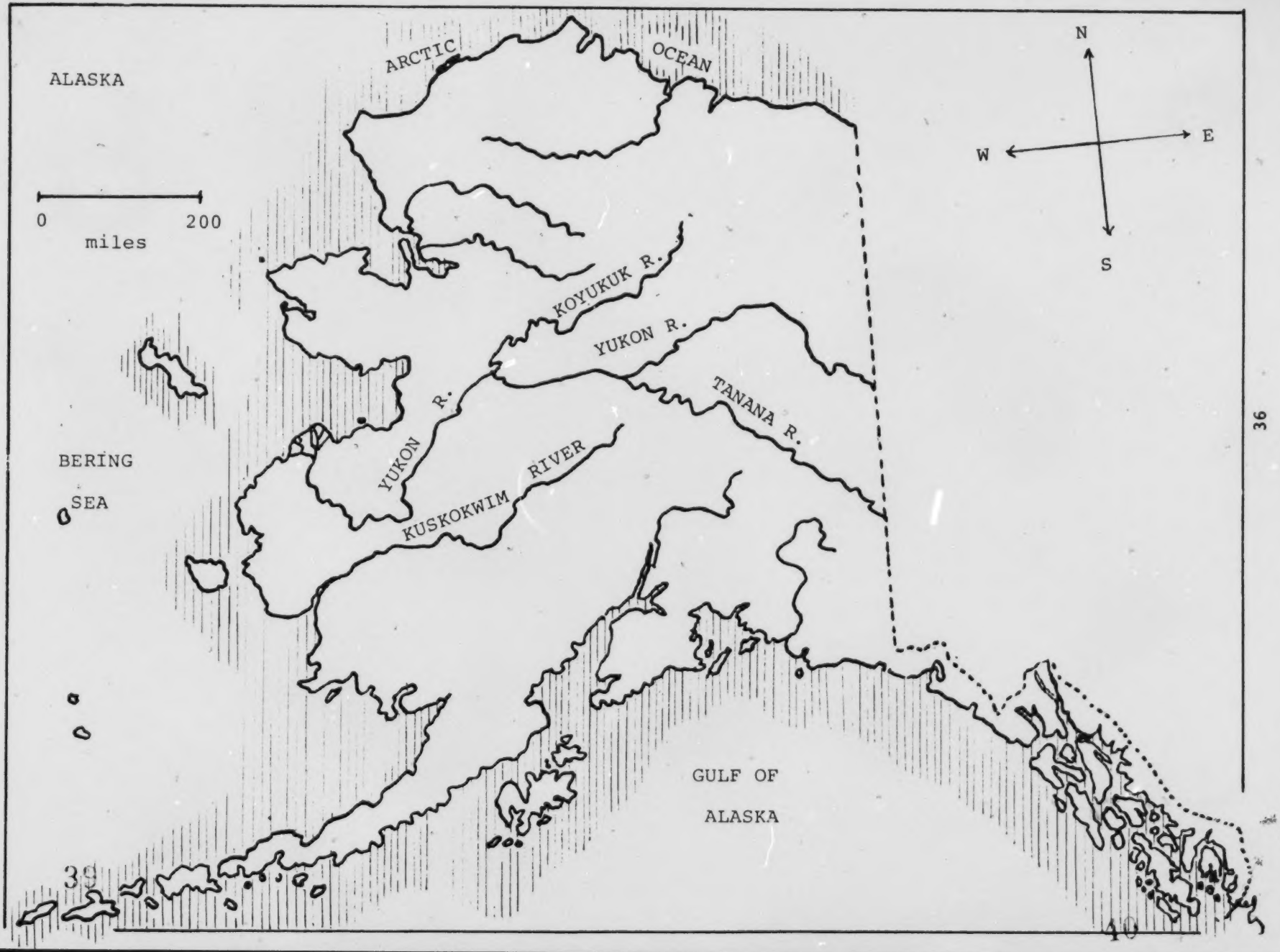
A. VOCABULARY. Circle the letter of the word or group of words which most nearly tells what the underlined word means in each sentence below.

1. With the cession of Alaska to the United States all of its lands and waters had become public domain.
(a) giving up, (b) conclusion, (c) withdrawal, (d) movement

2. The Native Allotment Act of 1906 provided for conveyance of 160 acres of public domain.
(a) land owned by the state, (b) land claimed by aboriginal title, (c) international ocean waters, (d) land owned by the federal government

3. The first of two Congressional acts that allowed Alaska Natives to obtain title to land was adopted in 1906.
(a) a decision made only by the President of the United States, (b) a decision made law by the vote of Congress, (c) a decision made into law by the state legislature

4. A few allotments were issued in southeastern Alaska, but most Natives did not even know that such allotments could be obtained.
(a) reservations, (b) mining claims, (c) an amount of land given to a specific person, (d) townsites


ALASKA
ARCTIC
OCEAN
N
W
E
S
0
200
miles
KOYUKUK R.
YUKON R.
TANANA R.
YUKON R.
KUSKOKWIM RIVER
BERING
SEA
GULF OF
ALASKA
36
38
40

B. MAP STUDY. Draw the boundaries, shade the areas and label each of the following areas on the map:

1. Annette Island (New Metlakatla)
2. Tongass National Forest
3. Chugach National Forest
4. Mt. McKinley National Park
5. Tanana River (region of the Tanana Chiefs)

C. REVIEW. Complete each of the following statements by filling in the blank with the word or words which best completes the thought.

1. After the purchase of Alaska by the United States the land was held and controlled by the _____ _____.

2. The community of Natives who first received land rights in Alaska by an act of Congress giving them 86,000 acres of land was _____.

3. The act voted by Congress in 1906 which permitted individual Alaska Natives to receive title to 160 acres of land was called the _____ Act.

4. Native villages in Alaska could receive title to the village land because of the _____ Act of 1926.

5. The land title laws passed by Congress were not suitable to Alaska Natives needs because _____

_____.

6. A restriction upon the right of ownership by an Alaska Native who owned an allotment was _____

_____.

7. A major reason for the formation of the Alaska Native Brotherhood was _____

_____.

8. A step toward more political power by Alaska Natives occurred in 1924 when Natives were granted _____ rights by the United States Congress.

D. LEARNING EXPERIENCES.

1. Discussion topics.

a. To what extent did the United States federal government treat Alaska

Natives like the American Indians in granting titles of land ownership after the United States purchased Alaska? (1867-1930)

b. Why were allotments and reservations unsuitable for the Alaska Native way of providing a living?

c. Why was the federal government unable to meet the land needs of Alaska Natives?

d. Why did Alaska Natives first organize (Alaska Native Brotherhood) in the southeastern part of Alaska?

e. What situations in the chapter illustrate that Alaska Native aboriginal title to the lands of Alaska were unacknowledged (unrecognized) by the federal government and other people as legal?

2. Reports:

The establishment of New Metlakatla on Annette Island
Judge James Wickersham
Alaska Native Brotherhood
William L. Paul, Sr.
William Duncan
Citizenship Act of 1924

3. Draw and illustrate a wall poster that shows the different ways in which the Alaska Natives could be granted legal title to private ownership of their lands by the United States government (1867-1930).

4. Role-play: The year is 1910. The place, Alaska.
Pretend you are a representative of the federal government and try to convince a student in your class to apply for an allotment under the Allotment Act of 1906.

5. Design a bulletin board display that illustrates the different ways in which the land of Alaska was being divided among the private and public sectors of Alaska after the purchase. The purpose is to visually show examples of how Alaska Native land rights were unacknowledged as land was designated for private mining claims, townsites, allotments, national parks, national forests, reservations, etc.

6. Draw a political cartoon and label it. The cartoon is to illustrate your opinion about one of the following topics:
   (a) the adequacy of the United States government land use policies for Alaska Natives by 1930
   (b) political power of Alaska Natives to protect their lands by 1930

(c) concern shown by Alaska Natives that they were in danger of losing their lands.

Chapter 13 Renewed Promise

Learning objectives: After completing the chapter you should be able to:

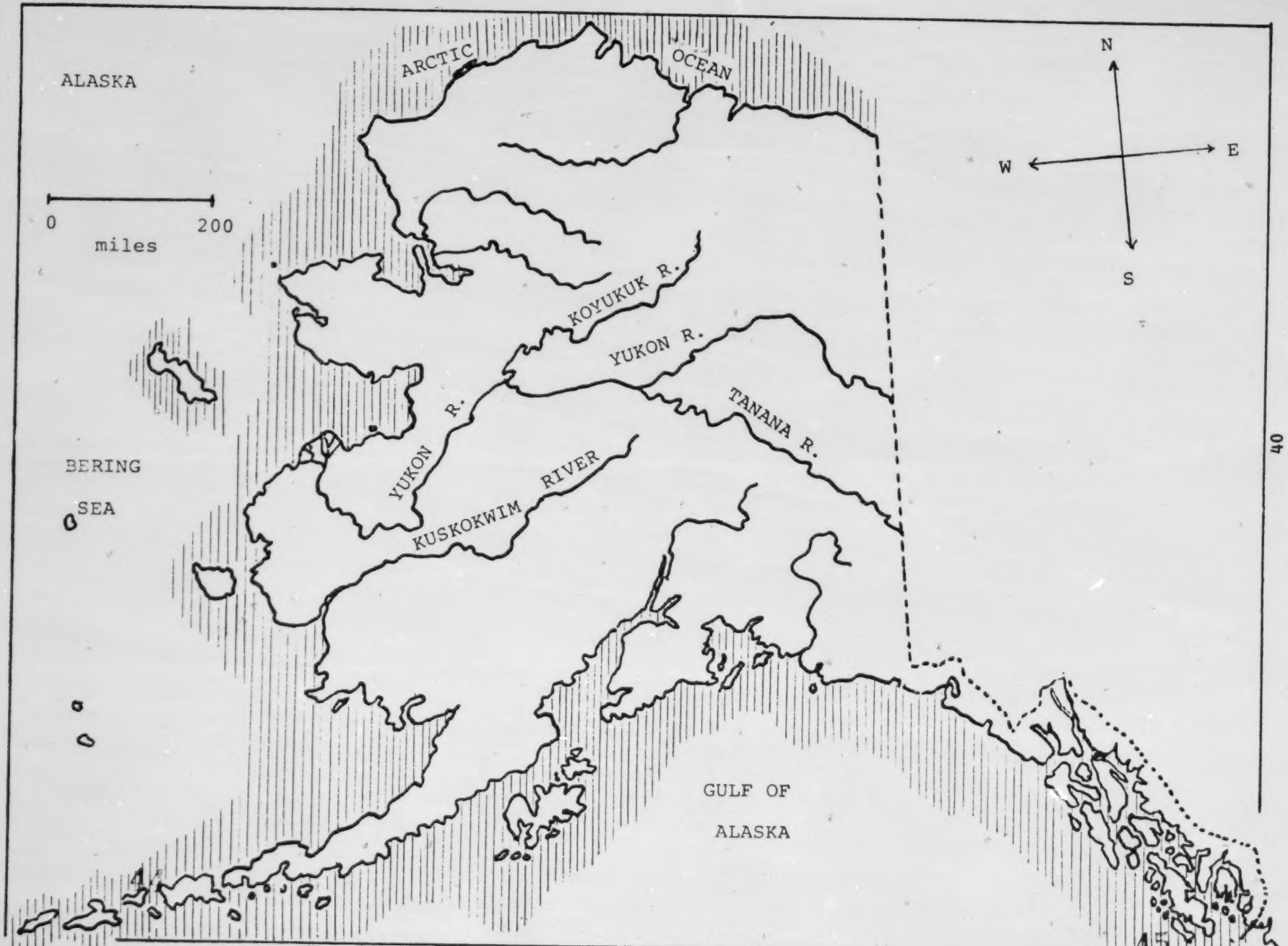
- name three ways that Native rights to land were recognized during the period 1936-1959;
- expiain why only a few reservations were established in Alaska;
- identify the potential land rights problem for Natives created by the Alaska Statehood Act; and
- tell why the Tlingit-Haida court decision was important to the case for Native land rights generally.

A. VOCABULARY. Match the correct word meaning in Column B with the proper word in Column A.

Column A	Column B
_____ 1. sue	a. to give up any claim to ownership
_____ 2. compensation	b. an action or process in a court for the recovery of a right or claim
_____ 3. segregation	c. to make a difference in treatment or favor on a basis other than individual merit
_____ 4. law suit	d. to bring action in a court to recover damages from someone who has wronged you
_____ 5. disclaim	e. to receive proper payment for what has been lost or taken

B. MAP STUDY.

1. On the Alaska map label each of the following villages which became established as reservations between 1940 and 1950.


ALASKA
ARCTIC
OCEAN
N
W
E
S
0
200
miles
KOYUKUK R.
YUKON R.
TANANA R.
YUKON R.
KUSKOKWIM RIVER
BERING
SEA
GULF OF
ALASKA
40

Akutan, Arctic Village, (Little) Diomede, Karluk, Unalakleet, Venetie, Wales

2. Shade in Annette Island upon which was established the special reservations for the Tsimshians of Canada. Label the community of (New) Metlakatla.

C. REVIEW. Complete each of the following statements.

1. Congress, which extended the Indian Reorganization Act (1936) to include Alaska Natives, recognized Alaska Native rights by inviting the formation of _____ to protect Natives from further loss of lands.

2. Few reservations were created in Alaska because _____

_____

_____.

3. A potential land rights problem was created in the Alaska Statehood Act of 1958 because the act failed to _____ the "right or title" which Alaska Natives might have to the land.

4. Tlingit-Haidas were granted permission by the _____ to sue the United States (federal) government in 1929.

5. The court decision was made in favor of _____ in the law suit of Tlingit-Haidas vs. the federal government for lands that had been taken from the Tlingit-Haidas.

6. The Tlingit-Haida court decision was important to the case for Alaska Natives land rights because _____

_____.

D. LEARNING EXPERIENCES.

1. Discussion topics.

a. What events between 1930 and 1950 gave promise that Alaska Natives might be able to protect their land rights?

b. Why was the court ruling in the Tlingit-Haida case of 1959 important to Alaska Native land rights? How long did it take to reach a decision on the case? What are the implications for courts bearing the responsibility for making decisions on land right issues?

c. How did the Tlingit-Haida court case differ from earlier federal government action in Alaska regarding Native land rights?

2. Prepare a wall map that shows the boundaries of the Tongass National Forest, Glacier Bay National Monument, the Annette Island reservation and the remaining lands of the Tlingit-Haidas by 1929.

3. Make a pie chart which shows the percent of the land in Alaska (375 million acres) which would go to the state of Alaska, according to the Statehood Act of 1958 (103 million acres).

4. Present a brief report (or exhibit) to the class on the Tlingit and Haida culture of southeastern Alaska during the period 1900-1950: food resources available; trading system; art; land use.

THE LAND CLAIMS STRUGGLE UNIT FOUR

Unit goals: At the end of the unit you should be able to:

- recognize that Alaska Natives in the 1960's began to view the need to unite in protest to threats being made upon the land;

- become aware of actual steps that were taken by state, federal, and Native lobby groups to produce a land claims settlement;

- appreciate the manner in which Alaska Natives responded to the land claims problems of the 1960's.

Chapter 14 New Threats to Land Rights

Learning objectives: At the end of the chapter you should be able to:

- identify at least three kinds of threats to Natives' traditional uses of the land;

- name three responses the Alaska Natives made during the 1960's to stop infringement on their way of life.

A. VOCABULARY. Briefly explain the meaning of the terms.

1. land freeze

2. radio-active contamination

B. PEOPLE, PLACES, ORGANIZATIONS. (a) Briefly identify each name and (b) explain the relationship to the land use issues in the chapter.

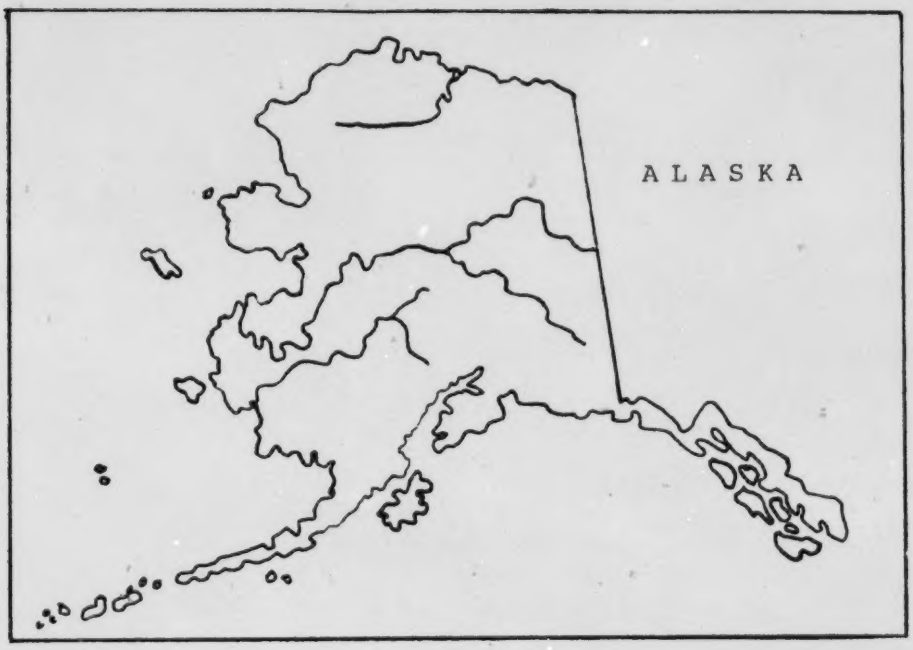
1. Inupiat Paitot

2. Dena Nena Henash

C. REVIEW.

1. Locate each of the following places on the map:

   a. Cape Thompson
   b. Barrow
   c. Minto
   d. Rampart Dam flood area



Complete each of the following sentences with the correct answer.

2. Why was the creation of a deep water harbor at Cape Thompson opposed by the residents of the area? _____

3. What was the Barrow dock hunting incident? Why was it important? _____
_____
_____

4. How did the Alaska Statehood Act threaten traditional Alaska Native land use?
_____
_____

5. Why was the publication of the Tundra Times so important in the 1960's?
a. _____ b. _____

6. Explain, giving reasons and using at least two examples why Interior Secretary Stewart Udall was urged to impose a land freeze in Alaska in 1963.
a. _____
b. _____

7. Name three actions taken by Alaska Natives in the 1960s to stop interference with their land rights.

The Situation	The Alaska Native Action
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

D. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Evaluate, by considering as many advantages and disadvantages as possible the value of such a project as the Rampart Dam. Who would benefit? What effects would there be on people, land, and environment?

   b. Why was there greater activity in the northern part of Alaska during the 1960's regarding land threats than there was in southeastern Alaska?

   c. What problems arise when laws suitable for one style of life clash with laws suitable for another style of life (the federal definition of land use and occupancy reflected in the Allotment Act as compared with the Native traditional style of land use and occupancy)? How can peoples involved deal with such different ideas in a constructive way? What approach did the Alaska Natives use in the early 1960's?

   d. Explore the reasons why threats to land use were occurring to Alaska Natives in the 1960s. Be prepared to support your statements.

2. Obtain information by interview, mail or research on the following people: Alfred Ketzler, Guy Okakok, and Howard Rock.

Chapter 15 Alternative Solutions

Learning objectives: After completing the chapter you should be able to:

- identify at least two examples that illustrated that the federal government acknowledged the need to resolve the issue of Native land rights by 1968;

- describe the disadvantages of the four alternative solutions that Alaska Natives considered using in seeking a satisfactory settlement to their land claims;

- recognize the advantages of a congressional settlement.

A. VOCABULARY. Use each of the following words in a sentence. Briefly write the definition of each word.

1. lands held in trust

2. land reserve

B. REVIEW. Fill in the blanks with the correct answer.

1. A failure of the Organic Act of 1884 regarding the use of land by Alaska Natives was _____.

2. Give two examples where the federal government began to acknowledge the need to consider a land claims settlement in the 1960's.
   a. _____ b. _____

3. Give three reasons why Alaska Natives opposed the recommendation offered by the Alaska Task Force for a land claims settlement.
   a. _____ b. _____
   c. _____

4. The following statements represent different possible ways of settling the land claims issue in the 1960's. On the lines below the statement write two advantages and two disadvantages of the suggestion.

   a. "The land claims of the Alaska Natives should be referred to the U.S. Court of Claims." Ernest Gruening

Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____

   b. Create land reservations to assure the Alaska Natives their use and occupancy.

Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____

   c. The state legislature should provide a land claims settlement.

Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____

d. U.S. Congress should pass legislation to settle the land claims issue.

Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____

C. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Why would a Congressional settlement of the land claims issue contain more risk than other possible solutions?

   b. What factors needed to be considered in creating a fair and just land claims settlement for the Alaskan Natives?

   c. Do you think that there were really four options for settling the land claims issue for the Alaskan Natives as suggested in this chapter? Carefully explain your answer.

2. Class Project: Begin to develop a "Who's Who of Alaska Native Leaders."

Chapter 16 Organization

Learning objectives: After completing the chapter you should be able to:

- explain why Alaska Native groups were hesitant to unite during the 1960's;
- identify Alaska Native leaders and their influence on the consolidation of the Alaska Native organizations;
- outline the major recommendations that united Alaska Natives in the Alaska Federation of Natives; and
- cite evidence of growing political strength of Alaska Natives.

A. VOCABULARY. Briefly explain the meaning of the terms.

1. affiliation

2. association

B. SHORT ANSWER COMPLETION. Fill in the blanks with the appropriate answers.

1. Why did Alaska Natives hesitate to unite into one statewide organization in the early 1960's? _____

2. How did the Tlingit-Haida Council differ from other Alaska Native associations that were formed during the 1960's? _____

3. What common concern did all of the Alaska Native groups have that finally led to the formation of a statewide organization? _____
_____

4. Upon what three points did members of the Alaska Federation of Natives agree (in 1966) to achieve a just land claims settlement?

a. _____ b. _____
c. _____

5. Give two examples from the chapter that you think were evidence that the political influence of the Alaska Natives was growing by the mid 1960's. Be sure to include the reason for the choices you make.

	The Example	The Reason
a.	_____	_____
b.	_____	_____

C. MATCHING. In the blanks to the left insert the letter beside the name from the column on the right whom the information identifies.

The People

a. Charles Edwardsen, Jr.
b. Nick Gray
c. Willie Hensley
d. Emil Notti
e. William Paul, Sr.

_____ 1. Attempted to unite all Alaska Natives by assisting in the formation of three Native associations, including Cook Inlet Native Association.

_____ 2. First president of the Alaska Federation of Natives, elected in 1967.

_____ 3. As a leader from Barrow of "Operation Grassroots," attempted to solve community and regional problems.

D. LEARNING ACTIVITIES.

1. Discussion topics.

   a. Do you think that Eben Hopson might have been right to have a mistrust of other Alaska Native groups in the 1960's. Why or why not?

   b. Explain what helped Alaska Natives overcome earlier hesitation toward cooperation.

   c. What influence did "Operation Grassroots" have upon the struggle for a land claims settlement during the 1960's?

2. Interview an Alaska Native leader about his contribution to the land claims settlement, including questions about how the leader became involved in the activity.

3. Prepare a bulletin board display of Alaska Native leaders, including biographical information.

4. Compile a list of the different Native associations that were formed in the 1960's: include information about where they were formed, when they were formed and why they were formed.

Chapter 17 Proposed Legislation

Learning objectives: After completing the chapter you should be able to:

- identify the major pressures that produced legislative activity for a land claims settlement in 1967;

- explain why Alaska Natives opposed the legislative bills of the Interior Department; and

- state three viewpoints that were expressed in the public hearings on the proposed land claims legislation.

A. VOCABULARY. Explain the meaning of each term.

1. task force

2. Congressional hearing

B. REVIEWING THE CHAPTER. If the statement is true place a (+) in the space; if the statement is false, place a (-) in the space.

1. ___Lands claimed by Alaska Natives totaled an amount of acres exceeding the total size of the state of Alaska.

2. ___Secretary Udall's land freeze policy was based upon previous legislative action by Congress which acknowledged Alaska Native land rights.

3. ___The Alaska Federation of Natives opposed the land freeze policy.

4. ___A major objection by Alaska Natives to the first bills introduced in Congress was the insufficient amount of land for traditional use that would be granted.

5. ___According to the recommendations of the Land Claims Task Force, lands for Alaska Natives would be held in trust.

6. ___Ten percent of the monies received from the oil-leasing would go to the State of Alaska according to the Land Claims Task Force recommendations.

7. ___The Land Claims Task Force proposed that less land be given the Alaska Natives than the 1967 bill proposed by the Interior Department.

C. LAND CLAIMS HEARINGS. Briefly outline the positions taken by each of the following on the land claims issue.

1. Andrew Isaac

2. Representative for the Alaska Miner's Association

3. State of Alaska (Governor Hickel)

D. LEARNING ACTIVITIES.

1. Discussion topics.

   a. What pressures finally produced legislative activity in 1967?

   b. What argument did the State of Alaska use to defend their right to select lands in Alaska despite the "land freeze?"

   c. Evaluate the testimony of the Alaska Miners' Association representative on the land claims issue. He stated that the land claims issue had been resolved by the 1946 Indian Claims Commission Act. Did he have a valid argument?

2. Construct a chart that illustrates the process for a bill to become a law.

Chapter 18 A Strengthened Case

Learning objectives: After completing the chapter you should be able to:

- cite evidence of the growing power of Alaska Natives on the national political level;
- briefly summarize the general economic and social conditions of Alaska Natives during the 1960's;
- explain the importance of the Federal Field Committee report to the solving of the land claims issue; and
- compare the advantages and disadvantages of revenue-sharing.

A. VOCABULARY. Explain the meaning of the words below.

1. socio-economic

2. revenue-sharing

3. lease

B. REVIEW. Complete the sentences with the appropriate answers. Place a (+) in the space if the statement is true and a (-) if the statement is false.

1. The Federal Field Committee Report on Alaska Native living conditions, 1968:

___ a. Usually in the villages the full-time high paying jobs were held by non-Natives.

___ b. 25% of the Alaska Natives received some kind of income assistance.

___ c. Most village adults have not graduated from the eighth grade.

___ d. The health status of Alaska Natives is equal to that of other Alaskans.

___ e. The rate of Native unemployment in the non-Native communities is higher than non-Natives.

___ f. About 75% of Alaska Natives live in villages.

2. What were the conditions that the Alaska Natives required before they would endorse the nomination of Walter J. Hickel to the position of Secretary of Interior? _____

3. Why was the winning of Hickel's pledge to extend the land freeze considered a victory for the Alaska Natives? _____

4. What effect did the Federal Field Committee report have upon the proposals of the Alaska Federation of Natives in 1969?

5. What advantage to Alaska Natives was the idea of revenue-sharing?

6. What effect did the Prudhoe Bay oil lease sale have on the Alaska Natives' position of revenue sharing?

C. PEOPLE. Identify each person by placing the correct letter in the blank.

_____ 1. Walter J. Hickel

_____ 2. Henry Jackson

_____ 3. Emil Notti

a. Won enough Native support to become Secretary of the Interior.

b. President of the Alaska Federation of Natives, 1967-1970.

c. A senator who requested a study of Alaska Native social and economic conditions for appropriate claims legislation.

D. LEARNING EXPERIENCES.

1. Discussion topics.

a. Why were the Native Allotment Act and the Townsite Act unsuitable as solutions for solving the land claims issue?

b. What influence did the North Slope oil lease sale of 1968 have upon Alaska Native claims to the land?

2. Prepare a report on the Prudhoe Bay oil lease sale and present it to the class. Consider such topics as the amount of money that was involved in the sale; who bought the leases; what was the impact on the sale on land claims legislation.

3. What effect is the oil industry having on village and city life today?

4. Make charts or posters to illustrate the living conditions of Alaska Natives during the 1960's: wages, health, housing, education

1. Northwest	4. Aleutians
2. Central	5. Cook Inlet
3. West Central	6. Southeast

5. Review Who Owns America and present a report on Mr. Hickel's views towards land use and economic development.

Chapter 19 Improved Prospects

Learning objectives: After completing the chapter you should be able to:

- list three reasons why Alaska Natives opposed the Jackson-proposed land claims bill;
- identify the factors that helped to improve the Alaska Native prospects for a land claims settlement; and
- describe the disagreement between the Arctic Slope Natives and the Alaska Federation of Natives and its effects upon a land claims settlement.

A. VOCABULARY. Circle the correct word or words that completes the sentence.

1. The idea of a group of people controlling its own affairs by making its own decisions is called (a) termination, (b) self-determination, (c) paternalism.

2. The concluding of federal programs benefiting Alaska Natives was referred to as (a) "termination," (b) perpetual, (c) "land loss," an idea that was opposed by Alaska Natives.

3. A group of people joined together legally for business activities to provide money profits is called (a) a corporation, (b) a compensation, (c) revenue sharing.

B. REVIEW. Complete each item with the correct answer.

1. Why were Alaska Natives dissatisfied with Senator Jackson's proposed land claims legislation that passed the Senate in 1970?

a. _____ b. _____

c. _____

2. List three events that helped improve the Alaska Native position in seeking a fair and just land claims settlement in the 1970's.

a. _____ b. _____

c. _____

3. Why did the Arctic Slope Natives favor a land area formula as the basis for a land claims settlement rather than a formula based upon the distribution of population?

C. LEARNING EXPERIENCES.

1. Discussion topics.

a. Why were Alaska Natives opposed to Senator Jackson's one billion dollar settlement?

b. What was the outcome of the Arctic Slope Natives' withdrawal from the AFN in 1970?

2. Prepare a chart illustrating the terms of a land claims bill as drawn up by AFN in December, 1970. Compare the terms with the 1969 proposal.

Chapter 20 A Legislative Settlement

Learning objectives: After completing the chapter you should be able to:

- briefly outline the campaign procedure used by the Alaska Federation of Natives to seek a legislative settlement during 1971;

- identify at least three specific pressures on Congress that produced a land claims settlement by the end of 1971; and

- explain how compromise helped to achieve final land claims legislation.

A. VOCABULARY. Briefly explain the meaning of each term.

1. perpetuity

2. lobbyist

B. PEOPLE, PLACES, ORGANIZATIONS. Briefly identify each, and explain the relationship to the topics discussed in the chapter.

1. Don Wright

2. National Council on Indian Opportunity

3. Ted Stevens

C. REVIEW. The following statements represent main ideas from the chapter. On the lines below each statement, write three examples supporting the statement.

1. The Alaska Federation of Natives launched an all-out campaign in 1971 to secure passage of land claims legislation in Congress.

a. (Example:) national publicity b. _____
c. _____

2. Mounting pressures drove Congress to realize the need for an immediate land claims settlement in 1971.

a. _____ b. _____
c. _____

3. The House of Representatives and the Senate were able to reach a compromise land claims bill that was acceptable to the Alaska Federation of Natives.

a. _____ b. _____
c. _____ d. (Example:) 12 regional corp.'s

D. ADDITIONAL LEARNING EXPERIENCES.

1. Discussion topics.

a. Why did 1970 appear to be a good year for the AFN to push for a legislativ settlement?

b. Think about the form of government as it exists in the United States of America. What problems are connected with a two-house Congress in securing legislative action? What problems did the Alaska Natives face in influencing Congressional action?

c. Imagine that there had been no Alaska Federation of Natives during the years of the 1960's. What would have been the chances for a land claims settlement? Why?

d. What lesson can be learned from the experience of seeking a land claims settlement?

e. Evaluate the significance of the oil developments in Alaska to a land claims settlement.

E. UNIT REVIEW.

1. Your opinion. Rank in the order of importance the pressures which caused a land claims settlement to be achieved. Indicate your first choice by placing number 1 in the blank and your last choice, number 10. Be ready to defend your choices.

____ Housing, health, and education needs of Alaska Natives
____ AFN lobby in Congress
____ Nation-wide publicity efforts
____ The strength of the principal of aboriginal rights
____ Efforts of Representative Nick Begich as member of the House Committee on Interior and Insular Affairs
____ President Richard Nixon's support of land claims legislation
____ Governor Egan (State of Alaska) support for a land claims settlement
____ Need for an oil pipeline in Alaska
____ Federal Field Committee Report and recommendations
____ AFN obtaining Arthur Goldberg and Ramsey Clark as legal advisors

2. Pretend that you have been asked to be a consultant-advisor to a group that is currently seeking its own land claims settlement. What advice could you give to guide them in securing a land claims settlement?

3. List the 10 most important events of the 1960's leading to a land claims settlement. Select the five most important. Compare the lists in class and discuss. What conclusions can be drawn?

4. Class project: Create a mural to illustrate the different factors involved in seeking a land claims settlement in Congress in the 1960's.

5. Select one person that you have read about in this unit and summarize his contribution to the land claims settlement. Also include reasons why you chose that particular person

THE ALASKA NATIVE CLAIMS SETTLEMENT ACT: AN INTRODUCTION

UNIT FIVE

Unit goals: After completing the unit you should be able to recognize:

- the major features of the Alaska Native Claims Settlement Act and their implications;
- the special nature of the corporation responsibilities as authorized in the settlement act; and
- the importance of the corporation structure as a means for implementing the settlement act.

Chapter 21 Land and Money

Learning objectives: After completing the chapter you should be able to:

- state the amount of land that Alaska Natives were permitted to select and explain how the lands were to be distributed;
- state the amount of money that was to be given to Alaska Natives as compensation and tell how it was to be distributed; and
- explain how the individual Alaska Native would receive compensation from the settlement act.

A. VOCABULARY. Briefly explain the meaning of each word or phrase.

1. "compensation for claims extinguished"

2. appropriation

3. sub-surface estate

4. fee simple title

5. revoke

B. REVIEW. Place a check mark beside the correct phrase which completes the statement.

1. The settlement act provides land selection by Alaska Natives that total about

___ a. 40 million acres.
___ b. 60 million acres.
___ c. 10 million acres.

2. The number of acres which a village could select from the approximately 22 million acres was determined by

___ a. land area covered by the village.
___ b. village enrollment.
___ c. equal division of the land among the eligible villages.

3. The number of acres which a regional corporation could select from approximately 16 million acres was determined by

___ a. enrollment of Alaska Natives to the region.
___ b. region land area size and proportionate Alaska Native enrollment to the region.
___ c. region land area size only.

4. The subsurface rights to minerals in village- selected lands (with the exception of revoked reserves) belongs to

___ a. the regional corporation.
___ b. the village corporation.
___ c. both a and b.
___ d. neither a nor b.

5. The total amount of money to be paid Alaska Natives as compensation for lands lost was

___ a. $462.5 million.
___ b. $962.5 million.
___ c. $1.0 billion

6. Distribution of the Alaska Native Fund to the regional corporations was to be determined by

___ a. the number of villages in the region.
___ b. the proportion of land encompassed by the region in relation to the total amount of land in Alaska.
___ c. the proportionate number of Alaska Natives enrolled to the specific region in relation to the total Native enrollment.

7. All monies from the Alaska Native Fund were to be distributed to Alaska Natives through

___ a. the Alaska State government treasury.
___ b. a U.S. government check to each individual.
___ c. organizations called corporations.

8. The amount of money distributed by the regional profit corporation to an eligible village of a region is based by

___ a. the proportion of Alaska Natives of the region who are enrolled to the village.
___ b. Joint Federal-State Land Use Planning Commission decision.
___ c. equal distribution of money to all eligible villages.

9. To receive <u>both</u> money and land benefits under the claims act an eligible Alaska Native must

___ a. be enrolled to one of the village corporations created under the settlement act.
___ b. demonstrate that he was an Eskimo, Indian or Aleut as defined by the settlement act.
___ c. be a resident of the State of Alaska.

10. Villages that chose to acquire their reserve lands (excluding Metlakatla) that had been revoked by the settlement act were eligible to;

___ a. receive money benefits from the Alaska Native Fund.
___ b. acquire title to only the surface lands.
___ c. acquire title to surface and subsurface estate.

C. <u>LEARNING EXPERIENCES</u>.

1. Discussion and essay topics.

a. Discuss the criteria the United States Congress established for constructing a land claims settlement. What other criteria might have been included?

b. Consider why the Alaska Native Claims Settlement Act is considered to be of such importance in the history of the United States and Alaska.

c. What rights do Natives have as a result of the settlement act? What is changed? What does this mean for the future of Alaska Natives? What Alaska Natives benefit through the settlement? What Alaska Natives do not benefit? (Section 5, the settlement act).

d. How are the monies from the Alaska Native Fund to be distributed? Why are there restrictions placed on the Fund as to how the monies and lands are to be distributed? Why are funds to be distributed to regional corporations, village corporations and to individuals (over a limited period of time)? (Section 6 of the settlement act).

e. Because of the way in which the monies are channeled (through regional and village corporations) according to the act, what are the Alaska Natives forced to do? Is this an advantage or a disadvantage?

f. What was the implication of the act permitting villages first choice on land selections? (Section 12, of the settlement act). What advantages did villages have over regions in land selections?

g. What was given up by Alaska Natives through the land claims settlement? What was gained by Alaska Natives in the land claims settlement?

h. According to the settlement act, what monies are taxable? What impact will taxation have upon monies from the settlement after 1991? What does this mean for the profit-making corporations between 1971 and 1991? (Section 21 of the settlement act).

i. What is "fair and just?" Was the settlement fair and just? (Consider the settlement from the viewpoint of Alaska Natives; the state of Alaska; private interests; the United States Government; yourself. (Section 2 of the settlement act).

2. Make a wall chart illustrating the basic terms of the Alaska Native Claims Settlement Act.

3. Talk with acquaintances, seek questions they might have about the land claims settlement, make a list of the questions, and research the answers. Some of the questions might be shared with the class and answered in groups or as a class. Return answers to those persons who had the questions.

4. Create a comic book or a cartoon strip telling about the terms of the act; or illustrate a point about the act and its effects upon a village.

5. On a map locate the villages whose profit corporations are represented by students in the class who might be members or who might reside within the area of the village. Or, make a wall chart and list those regional corporations, village profit corporations, and special corporations (Juneau, Sitka, Kenai, and Kodiak) in separate columns. Under each column list the students in class who belong to each and identify the specific corporation by name.

Chapter 22 The Corporation as Vehicle

Learning objectives: After completing the chapter you should be able to:

- briefly explain the purpose of a business corporation;
- state three characteristics of a business corporation; and
- explain the relationship of the stockholder to the business corporation.

A. VOCABULARY. Place in the blank to the right the correct word for the definition given. A clue is provided.

	Definition	Clue	Word
1.	a request for official recognition by the state to conduct a business corporation.	rproitencao	_____
2.	initial amount of funds used to bring in additional income.	pactlai	_____
3.	rules adopted by an organization mainly to govern the direction and officers and regulate their officers.	ysbalw	_____
4.	owners of a corporation.	sehotsroldkc	_____
5.	a form of business organization specified by the settlement act to channel monies to Alaska Natives.	nirtcpoaoro	_____
6.	a certificate authorizing one person to vote for another.	ryxop	_____
7.	a share of the profits distributed to stockholders.	sevdidnid	_____

B. REVIEW.

1. What is the main purpose of a typical business corporation? _____

---

2. How can a corporation owner benefit from a business corporation's activities?

_____

3. Under normal circumstances, if the corporation of which you are a stockholder happened to violate a law, could you personally be charged with the violation? _____ Is this an advantage or disadvantage to the stockholder? _____

4. Alaska state law requires that a business corporation file two sets of papers in order for such an organization to legally exist. These papers are called:

   a.

   b.

5. List three control systems under which a corporation operates and briefly explain what they are.

   a.

   b.

   c.

6. Name three responsibilities of a stockholder in a business corporation.

   a.

   b.

   c.

7. How might individual stockholders legally exert power in order to achieve corporate decisions favorable to their own wishes? _____

_____

C. DISCUSSION TOPICS.

1. Why are controls placed upon a business corporation? Do the control systems guarantee success of a business corporation's activities? Why or why not?

2. Discuss the relationship between control systems that have been placed upon business corporations and the realities of life as reflected in this statement: "What the corporation sets out to do, and how effectively it accomplishes it, is dependent upon the qualities of vision brought to the enterprise by corporate leaders."

3. Discuss the meaning of the statement "In the white man's society, we need the white man's tools." How is this statement related to the chapter on business corporations?

4. Select a business corporation in your community and draw a diagram of its organization structure. If possible include names of local people involved as the board of directors.

5. List the business corporations in your community or area with which you are familiar. Try to find out the size of their assets.

Chapter 23 Alaska Native Corporations

Learning objectives: After completing the chapter you should be able to:

- give three examples that illustrate specific controls placed upon business corporations by the Alaska Native Claims Settlement Act;

- outline the major responsibilities of business corporations as specified in the act; and

- explain how the responsibilities of region and village business corporations are interrelated.

A. REVIEW. True and false. Place a T beside the statement if it is true and an F beside the statement if it is all or partially false.

____ 1. The land claims act requires that the articles of incorporation and by-laws of the regional profit corporation be approved by the village corporation.

____ 2. Region boundaries of 12 Native associations were the basis for boundaries of the regional corporations.

____ 3. A stockholder in a regional corporation is free to sell his shares of stock at any time.

____ 4. Regional business corporations authorized by the land claims act receive all their money from private companies or individuals.

____ 5. Under provisions of the act the regional corporation would own the subsurface rights to only lands selected by the regional corporation

____ 6. The regional corporation receives its land claims settlement monies only from congressional appropriation.

____ 7. The act says that the regional corporations are not to interfere with village land management.

____ 8. The village business corporation is required by the act to have its spending plan reviewed by the federal government.

____ 9. A major responsibility of the village corporation is the selection and management of lands, according to the settlement act.

____ 10. The village business corporation is given the direct power by the act to make laws governing the community.

B. LEARNING EXPERIENCES.

1. Discussion topics.

a. Discuss the advantages and disadvantages of controls placed upon the corporations authorized in the settlement act. To what extent does the settlement act provide for self-determination by Alaska Natives?

b. Discuss the concept of a business corporation as a modern tool. Who can benefit from this "tool?" What will determine whether the tool is effectively used? What are the potential dangers of such a tool? How can misuse of the tool be avoided?

c. To what extent are the village and regional corporations related in their corporate activities?

d. Could the relationship between the regional and village corporation be described as a ward relationship?

e. What are the two basic responsibilities of the village corporation?

2. Report topics:

a. Village and regional business corporations cooperate (interviews representing both organizations).

b. Problems of control between the region and village corporations (interviews representing both organizations).

3. Translate a brief portion of the chapter into the language of the community in which you reside which could be read as part of a newsletter.

4. Construct a wall chart that shows the regular controls placed upon a business corporation by law with a separate portion that illustrates specific controls placed upon the business corporations authorized under the settlement act.

5. Write an essay entitled "How the individual stockholder can benefit from the settlement act."

SETTLEMENT ACT ORGANIZATIONS UNIT SIX

Unit goals: At the conclusion of the unit you should understand:

- that Alaska Natives were challenged to carry out many important tasks within short periods of time; and

- a variety of organizational structures was needed to accomplish the requirements of the Alaska Native Claims Settlement Act.

Chapter 24 Regional Business Corporations

Learning objectives: After completing the chapter you should be able to:

- name and locate the twelve regions as provided in the Alaska Native Claims Settlement Act;

- briefly describe the immediate steps that the regional business corporations had to take to become organized as specified by the settlement act;

- make a comparative analysis of Alaska Native corporations from one region to another; and

- explain the relationship of Native stockholders residing outside Alaska to the regional corporation structure in Alaska.

A. REVIEW.

1. List four important tasks that had to be accomplished by the Alaska Natives by the end of 1974 to get the business corporations established.

   a.
   b.
   c.
   d.

2. Study the chart in the textbook on "The 12 Regional Corporations," then answer the following questions:

   a. Which region has the fewest stockholders enrolled? _____
      How many stockholders are there? _____
   b. Name the region that has the most stockholders enrolled. _____

c. How many stockholders are there in the Ahtna Region? _____
d. What is the total population of the Bristol Bay Region? _____
e. Where is the main office for the Aleut Corporation? _____
_____
f. Within what region do the greatest number of stockholders reside? _____
_____

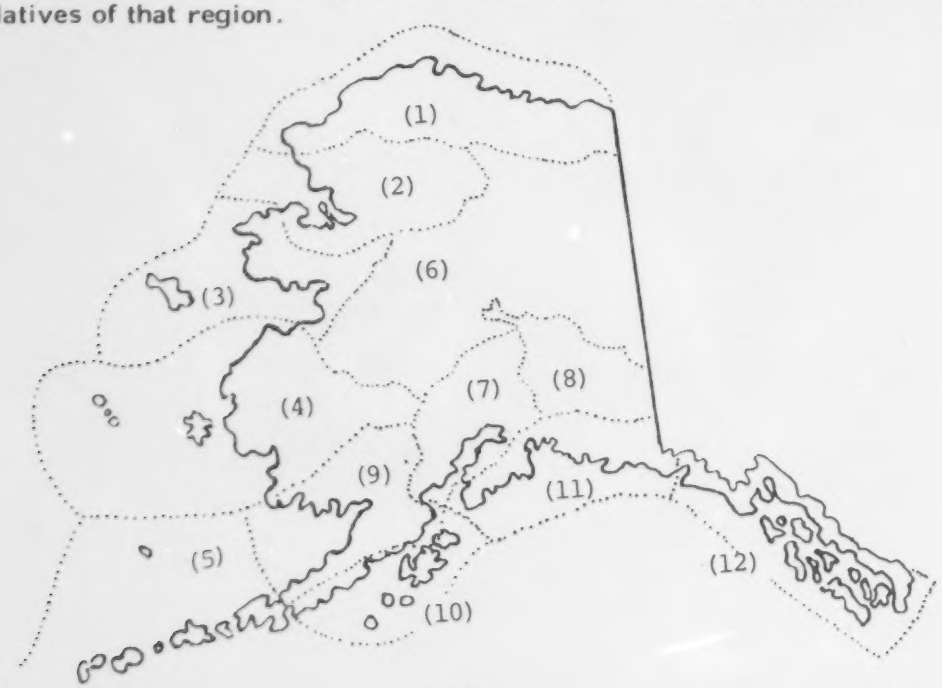
3. Study the chart in the textbook on "Stockholders and Local Corporations," then answer the following questions:

a. How many independent village corporations are there? _____
b. Which region has the fewest village corporations? _____
c. Which region has the largest number of village corporations? _____
d Name the region that has the fewest "at large" stockholders. _____

4. What benefits from the settlement act do Alaska Natives receive who live outside the state of Alaska?

5. Name the Alaska Native organization located in Seattle that favored the formation of a thirteenth regional business corporation. _____

B. AREA DISTRIBUTION OF THE TWELVE REGIONAL CORPORATIONS.
Directions: For each region outlined on the map by the dotted lines, write the name of the regional (profit) corporation which represents most Alaska Natives of that region.



C. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Discuss the implications of establishing deadlines for the Alaska Natives to become "operational" as corporations to carry out the terms of the claims act. What are the advantages? the disadvantages? How well do you think the challenge has been met?

   b. Review the importance of the enrollment in the land claims settlement.

   c. Study a map of Alaska and consider: What factors determine the establishment of region boundaries? What effect do each of these areas have upon the way of life of the peoples there?

   d. Are regional corporations the same as borough governments? Is there any connection between the two?

   e. What percent of the Sealaska Corporation stockholders reside outside of the region? What impact does this have upon Sealaska Corporation?

   f. Consider the implications should a thirteenth region be formed. What effect would there be on Sealaska Corporation? other regional corporations? individual stockholders living within Alaska? individual stockholders living outside Alaska?

   g. Has provision been made to include Alaska Natives who earlier failed to enroll under the land claims act? If so what? Have their enrollment adjustments been made? If so what are they?

2. Make a wall map with lines indicating the boundaries of the 12 regions established in the settlement act.

3. Create a chart for a specific regional profit corporation, showing how the corporation is organized, listing the names of the people holding the staff positions, and identifying the board of directors.

4. Compile information about a specific regional corporation including: the name of the corporation, enrollment numbers--people residing in the area and numbers of people enrolled to the region but living outside the region, the percentage of the total Alaska Native enrollment, the number of certified villages in the region, the acres of land within the region, the percentage of the total 40 million acres the region acres encompass and ways in which it cooperates with a village corporation.

5. Prepare a summary that shows the natural resources of one of the regions.

Chapter 25 Local Business Corporations

Learning objectives: After completing the chapter you should be able to:

- identify four categories of village corporations authorized by the settlement act;

- state two ways in which individual stockholders benefit through the village corporations;

- compare and contrast the money and land benefits received by the corporations of the four village categories; and

- outline the major responsibilities of the village business corporations.

A. VOCABULARY. Briefly explain the meaning of the terms.

1. revoked reserve

2. surface estate

3. certified village

B. REVIEW.

1. In a paragraph, briefly outline three major responsibilities of the village profit corporation as required by the claims act. (Use your own paper.)

2. True-False statement. For each statement that is true place a (+) in the blank and for each statement that is false place a (-) in the blank. (Use the list of village corporations, (Appendix B-F, text), to find out the village classification under the settlement act.)

___a. The village profit corporation of Tetlin established after the settlement act receives both land and money according to the terms of the act.
___b. Until 1981 the Ahtna Regional Corporation has the power to review and advise Gakona village profit corporation on its land transactions.
___c. The village profit corporation established by Natives in Sitka receives settlement funds from Sealaska Corporation.
___d. The village of Nikolski receives rights to both surface and subsurface resources on land it selected under the settlement act.
___e. A stockholder of the Kipnuk village corporation is also a stockholder in the Calista Regional Corporation.
___f. The village of Gambell has only surface rights to its land selected under the settlement act.

___g. The village corporations are the only means through which individual Alaska Natives can receive title to land.

___h. Villages which are obtaining full title to former reserve lands under the settlement act will hold title to only the surface estate.

___i. Local corporations such as Caswell, certified as "groups" receive settlement funds from the regional business corporation.

C. LEARNING EXPERIENCES.

1. Discussion topics.

   a. What important responsibilities are given to the villages rather than to the regional profit corporation? Why might such arrangements have been made?

   b. What policy was Congress following when the responsibility for land and money management was extended to both the villages and regions?

   c. What advantages do revoked reserve villages enjoy over the rest of the villages involved in the land claims settlement? What are disadvantages of revoked reserve status?

   d. What benefits from the settlement act can eligible Alaska Natives secure who belong to certified groups?

   e. What controls are placed upon the functions of local business corporations by the settlement act? (Answer according to the different categories of village corporations authorized in the act.)

2. If possible, try to find out why a village formerly on a reserve chose to acquire title to the land and forfeit money benefits to the village corporation from the settlement act.

3. Select a specific village profit corporation and create a line drawing to show how it is organized. Name the people who make up the staff and board of directors.

4. Create an exhibit in cooperation with a village corporation to show the different categories of village corporations and their settlement benefits under each category. Use specific villages.

5. Compile a list of the types of jobs needed to carry out the work of the village corporations (and regional corporations) today. Also include the type of training that would be needed and where such training can be obtained.

6. Prepare a cartoon pamphlet to illustrate the responsibilities and relationships of regional and village profit corporations.

7. Draw a map and locate the revoked reserves and special villages that were established as a result of the land claims settlement.

8. Find out why Annette Island Reserve holds unique status for Alaska Natives. What benefits from the land settlement of 1971 were Alaska Natives of Metlakatla eligible to receive? What position was taken by the Metlakatla people on the settlement act benefits to Alaska Natives?

Chapter 26 Other Organizations

Learning objectives: After completing the chapter you should be able to:

- explain the need for the establishment of new governmental advisory boards to aid in the implementation of the Alaska Native Claims Settlement Act;

- compare the responsibilities of the Alaska Federation of Natives today with its functions prior to the land claims settlement; and

- describe the role of non-profit corporations in meeting the needs of Alaska Natives.

A. VOCABULARY. Explain the meaning of each of the following terms.

1. advocacy role

2. foundation (example: Alaska Native Foundation)

3. non-profit corporation

B. REVIEW. Place the correct answer in the space provided.

1. What is the purpose of the Land Use Planning Commission? _____

_____

2. When a Native village has need to settle a land selection dispute, what agency makes the final recommendations for a solution? _____

3. Prior to the settlement of the land claims issue, the major purpose of the Alaska Federation of Natives had been _____

4. Name two basic functions of the AFN today:
a. _____ b. _____

5. Explain the difference between the Cook Inlet Regional Corporation and the Cook Inlet Native Association.

6. Name the organization that coordinates the activities of the various non-profit corporations throughout the state. _____

To what larger organization does it belong? _____

7. Briefly explain what the purpose of a non-profit corporation is. (Include two examples in your answer.)

8. The name of the non-profit corporation which represents the former reserve villages and the four special cities (such as Sitka) named in the settlement act is _____.

C. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Identify problems that have been studied by the Land Use Planning Commission and the Alaska Native Claims Appeal Board.

   b. Find out some of the current issues under consideration by the Alaska Federation of Natives and discuss the problems related to them.

   c. Does the Arctic Slope Regional Corporation belong to the AFN? Why had the Region withdrawn its membership?

   d. Identify specific projects of the regional non-profit Native corporation in your community. Identify specific projects of local Alaska Native non-profit corporations in your community.

2. Prepare a report on the Alaska Federation of Natives: Include information such as purpose, programs, current issues under study, and staff members.

3. Write an essay on a selected topic such as "The Impact of the AFN on the land claims settlement" or "The Influence of the AFN in My Community."

4. Research the programs of the regional or village non-profit corporation of your community.

5. Report on the responsibilities of the Tlingit-Haida Central Council.

6. Review newspapers or newsletters and prepare a report related to the functions of the Land Use Planning Commission or the Alaska Native Claims Appeal Board.

7. Make a wall chart to show the organizational structure of the AFN.

8. Prepare a slide show describing the functions of the AFN and the Alaska Native Foundation to be shared with other classes or community groups.

9. Find out some of the specific service projects that the Alaska Native Foundation has had to benefit the people of Alaska in response to the land claims settlement.

10. Write to the president of the Alaska Tribal Association and try to find out why the organization was formed and what some of the present projects of the group are.

THE MONEY SETTLEMENT UNIT SEVEN

Unit goals: At the conclusion of the unit you should know that:

- the cash settlement is to compensate Alaska Natives for the extinguishment of their rights to all lands in Alaska taken by the federal and state governments;
- the cash settlement monies come from several sources and are to be distributed over an extended period of time;
- Alaska Native stockholders receive direct and indirect payments from the cash settlement; and
- many factors influence the potential success of corporations established to provide long term benefits for Alaska Natives.

Chapter 27 Sources

Learning objectives: After completing the chapter you should be able to:

- recognize the difference between Congressional payments and revenue-sharing payments into the Alaska Native Fund;
- explain why both federal and state monies make up the Alaska Native Fund;
- identify at least three major sources of income that can produce cash for Alaska Natives as provided in the Alaska Native Claims Settlement Act; and
- explain how cash can continue to flow to Alaska Native corporations after the Alaska Native Fund ceases.

A. VOCABULARY. Unscramble the word in column 2 and place it in column 3.

	Column 1	Column 2	Column 3
1.	An amount of money voted by Congress to be paid	oropiatniprpa	_____
2.	to be paid back for what has been unjustly taken	namocpstieon	_____

3. the financial account from which money is paid to Alaska Natives from the U.S. Treasury ksalAa eatNiv udFn _____

B. REVIEW. Complete each of the following statements.

1. Monies can be placed in the Alaska Native Fund after the members of Congress _____ on the amount each year. (vote, agree)

2. Payments by Congress into the Alaska Native Fund, according to the settlement act, extend over a period of _____ years. (5, 11, 30)

3. Monies from revenue sharing on minerals from _____ and _____ lands in Alaska provide another source of cash into the Alaska Native Fund. (federal, state, private, Alaska Native)

4. The state of Alaska pays a share of the monies into the Alaska Native Fund, because _____.

5. _____% (percent) of most mineral revenue royalties paid by companies for mineral rights on federal and state lands in Alaska goes into the Alaska Native Fund until a total amount of $_____ is reached. (2, 10, 50) ($50., $500, $500 million)

6. The two sources for providing income to Alaska Native corporations in addition to the monies paid to them from the Alaska Native Fund are:

   a. _____ b. _____

7. After the Alaska Native Fund ceases to exist, cash can still flow into Alaska Native corporations, because _____ _____.

C. CHART STUDY.

1. "Alaska Native Fund: Sources": Study the chart in the text and answer each of the following questions.

   a. As of September 16, 1974 how much money had Congress paid into the Fund?
   _____

   b. Which of the mineral revenue sources had provided more money for the Fund?
   _____

c. How much interest had accumulated in the Alaska Native Fund? _____

d. What the total amount in the Alaska Native Fund by September 16, 1974?

_____

2. "Congressional Appropriations to the Alaska Native Fund": Study the chart in the text and answer each of the following questions.

a. What is the largest amount in a year that Congress can make available to the Alaska Native Fund? _____

b. What is the total amount of monies that Congress must set aside for the Alaska Native Fund? _____

c. Why might more funds be available during the period of 1973-1977 than other years? _____.

D. LEARNING EXPERIENCES.

1. Discussion topics.

a. Discuss the advantages and disadvantages of the distribution of monies to individuals (or groups) over an extended period of time. What are the advantages and disadvantages of the distribution of monies to individuals (or groups) in a single payment? What reasonable conclusions can be reached from your thinking? When considering the formula used to compensate Alaska Natives in the settlement act, what conclusions can be reached about the wisdom of such a method?

b. What is the difference between Congress "authorizing" funds and "appropriating" funds?

c. Discuss the implications of the requirement that regional corporations in Alaska share the profits from the development of their natural resources.

d. In your opinion what do you believe are the best and the worst features of the cash compensation portion of the settlement act? What suggestions would you have to change those portions of the act related to money matters?

e. Compare the time period over which monies from Congress will be paid to Alaska Natives and the time period over which monies from mineral resources in Alaska will be paid to Alaska Natives. Can you see any good reason for such a plan? Why or why not?

2. Update the payment figures on the Alaska Native Fund Chart found in the textbook. (Write the BIA, Anchorage.)

3. Investigate the reasons for certain lands and minerals being excluded from revenue sharing plans in Alaska.

4. Prepare a poster that shows: (a) where the monies come from that compensate the Alaska Natives under the Alaska Native Claims Settlement Act and (b) additional sources of income that can benefit Alaska Native corporations (and individuals).

5. Find newsletter or newspaper clippings related to the Alaska Native Fund. Share the information with the class for discussion.

6. Develop a crossword puzzle based on words used in the chapter. Test your classmates.

7. Create a series of posters or slides to provide a visual explanation about details of the cash settlement portion of the land claims act. Include such topics as: (a) sources of cash; (b) payments to individuals; (c) cash to village corporations; and (d) cash to regional corporations. Share with interested groups.

Chapter 28 Payments to Individuals

Learning objectives: After completing the chapter you should be able to:

- name three ways in which a regional corporation is required to distribute the cash settlement funds;

- explain the relationship of the total Alaska Native enrollment to the distribution of cash under the provisions of the settlement act;

- distinguish between cash benefits received by the two categories of stockholders as compensation for lands lost as required in the act; and

- state the length of time which the two categories of stockholders can receive direct cash compensation as required in the act.

A. VOCABULARY. Identify or define each of the following terms.

1. ratio

2. regional corporation stockholder at large

3. per capita

4. mandatory

B. REVIEW. Place a checkmark beside the answer which correctly completes the statement about the settlement act, based upon textbook reading.

1. The amount of money distributed to a regional corporation from the Alaska Native Fund is determined by:

___a. equally dividing the total amount among all the regions.

___b. the proportionate number of Alaska Natives enrolled to that region when compared to the total number of enrolled Alaska Natives.

___c. how much land area the region covers.

2. Which category of the following were to receive direct individual payments distributed by the regional corporation from the Alaska Native Fund during the first five years after passage of the act?

___a. all regional corporation stockholders.

___b. village corporation stockholders.

___c. regional corporation stockholders at large.

3. The region corporation stockholder at large receives a different amount of direct cash when compared with other enrolled regional corporation stockholders because:

___a. he is not a member of a village corporation on a former revoked reserve.

___b. he lives outside the boundaries of Alaska and belongs to a village corporation.

___c. he is not a member of a village corporation but does belong to a regional corporation.

___d. he is not of legal age (18).

4. In the mandatory distribution of cash during the first five years, not less than what percent of the total amount received from the Alaska Native Fund by a regional corporation had to be distributed to all of its regional stockholders?

___a. 45%
___b. 50%

___c. 10%
___d. 55%

5. After the five year mandatory distribution plan those individuals who continue to receive direct payments while the Alaska Native Fund is in effect are:

___a. village corporation stockholders.

___b. all regional corporation stockholders.

___c. regional corporation stockholders at large.

___d. none of the above.

6. After the first five years of cash distribution the regional corporation must share one half of the Alaska Native Fund payment with:

___a. all regional corporation stockholders.

___b. all village corporations in the region.

___c. all village corporations and regional corporation stockholders at large.

C. LEARNING EXPERIENCES.

1. Discussion topics.

a. Why do you suppose that direct cash payments from the Alaska Native Fund to all enrolled Alaska Natives was written into the settlement act? Why might a five year time limit have been placed upon the payments? When would direct payments to regional corporation at large stockholders cease?

b. What are the advantages for a person who is a stockholder in both a regional corporation and village corporation which a regional corporation at large stockholder does not have? What are the disadvantages? Is one category of stockholders better off than the other? Why or why not? How can stockholders in each category use their situation to the best advantage for all?

c. How much money has been distributed (as compensation for lands given up) from the Alaska Native Fund? Compare the amounts for each region and the amounts received by each village in your region.

d. After the first five years, how can a person who is a stockholder of both a regional corporation and a village corporation continue to benefit from

the cash compensation provisions of the act? How can a regional corporation at large stockholder continue to benefit from the act after the Alaska Native Fund ceases?

e. Do you think that the cash compensation features of the act are fair? Why or why not? What suggestions do you have for changing the distribution plan? How could a person go about making such changes?

f. Do you believe that Alaska Native senior citizens have been treated fairly by the settlement act provisions? Why or why not? What efforts do you know about that are seeking to provide more just compensation to the senior citizens? What suggestions do you have? Be specific.

g. Identify the special situation where Alaska Natives receive compensation under the settlement act other than cash from the Alaska Native Fund.

h. What monies as provided in the settlement act are not taxable? What monies are taxable?

2. Create a checklist survey on "Ways land claims monies to individuals have been used."

3. Prepare a graphic presentation on categories of individuals who receive different benefits under the cash compensation features of the settlement act. (Individuals who are excluded from the cash benefits might be listed as another category.)

4. Prepare a video tape or slide show (with script) that presents questions raised by students or members of the community and answers. Show the video tape or slide show to a gathering of students or community members.

5. Prepare a report on the trust funds available to individuals for the investment of monies. Include information about special trust funds established for Alaska Natives by banks such as National Bank of Alaska and First National Bank of Anchorage.

D. ALASKA NATIVES WHO RECEIVE NO CASH COMPENSATION FROM THE ALASKA NATIVE FUND.

1. What rights do Alaska Natives on former reserves (Elim, Klukwan, Venetie, Gambell, Savoonga, Tetlin and Arctic Village) have that certified villages do not have according to the settlement act?

2. Discuss the advantages and disadvantages of villages that chose to take the reserve lands under the act. What problems face such villages in the area of

economic development (cash flow)? What is being done to solve cash flow problems?

3. Try to find out why a specific village that voted to keep its former reserve lands chose to be independent from the cash compensation and land provisions in the Alaska Native Claims Settlement Act.

4. What kinds of funds are available to these independent villages to manage their community and economic affairs?

Chapter 29 Funding for Village Corporations

Learning objectives: After completing the chapter you should be able to:

- explain why cash compensation varies from village to village;
- describe the relationship between the village and regional corporation in the distribution of the cash compensation;
- identify at least two possibilities open to village corporations for the use of the cash compensation received; and
- outline at least three possible courses of action that a village might consider in solving the problem of limited finances received in the land claims settlement.

A. VOCABULARY. Underline the meaning which best defines the word to the left.

1.	entitled	excluded	qualified	limited	organized
2.	arbitrate	complete	decide	add	enroll
3.	enterprise	surprise	business	ship	qualified
4.	merge	unite	require	profit	eligible

B. REVIEW.

1. Cash compensation differs village to village because _____ _____.

2. Those special situations where Alaska Natives receive no cash compensation are
   a. _____ b. _____
   c. _____

3. A regional corporation might withhold the distribution of cash compensation to an eligible village because _____.

4. Three ways in which a village corporation might put their corporate funds (cash which is received from the settlement) to wise use are:

   a.

   b.

   c.

5. Suppose an eligible village of 25 residents received about $30,000 as of 1974 from the settlement. There is potential for some timber and gravel development. What steps could the village take to improve the opportunities for managing the the lands and monies for which it is responsible?

C. LEARNING EXPERIENCES.

1. Discussion topics.

   a. What are the pressing issues or concerns of the village corporation in your community related to the land claims settlement? What suggestions do you have to solve them?

   b. What happens to the traditional way a village operates under the mandatory requirement for a profit-making corporation? Do you think this requirement is better or worse for the community? Why?

   c. Have there been any instances of arbitration between a village and a region regarding funding matters? If so, what was the problem? What was the outcome?

   d. What legislation, if any, has been adopted by Congress since the passage of the claims act in 1971 which pertains to village corporations?

   e. What changes if any might be suggested in the land claims legislation that would benefit village corporations?

2. Make a chart that shows approximately how much money your community corp-

oration received during the first five year period and how much it will receive by the time the Alaska Native Fund ceases to exist (a comparison chart including other village corporations of the region could be made).

3. Report on the kinds of investments that the village profit corporation in your community has made. In the case of profits, what are the plans for their distribution?

4. Interview one of the corporate staff to learn of their activities in carrying on the affairs of the corporation. Share with the class. Find out what kinds of jobs are available to members of the community due to the corporate activity.

5. Report on one of the merged village corporation experiences. What projects are being undertaken? What effect does the merger have on benefits to village stockholders?

6. Select a recent newspaper clipping of a village corporation business investment, summarize it and report to the class.

7. Prepare a bulletin board display of newsclippings of village corporation business investments.

Chapter 30 Funding for Regional Corporations

Learning objectives: After completing the chapter you should be able to:

- state the proportion of the Alaska Native Fund that the regional corporations receive;

- describe the key role the regional corporations have in carrying out the provisions of the land claims settlement; and

- identify at least three different ways in which regional corporations are making use of their share of monies received from the cash compensation in the land claims settlement.

A. REVIEW: THE MAIN IDEA (Your opinión)

1. In a single sentence write the main idea of the chapter. _____

_____

2. Write two other important points that are made in the chapter.

a. _____

b. _____

B. VOCABULARY. Match the definitions in Column 2 with the key words in Column 1.

Column 1	Column 2
___1. proportion	a. committing money to a project in order to receive a profit
___2. vehicle of settlement	b. managing and carrying out the affairs of an organization
___3. joint venture	c. the means by which the land claims act is carried out -- corporations
___4. subsidiary	d. a (business) corporation controlled by another corporation
___5. charter	e. a shared business investment by two or more business groups
___6. administration	f. a special privilege contract of agreement to transact business
___7. investment	g. replacing one organization with another one
	h. the relation of a part to the whole amount

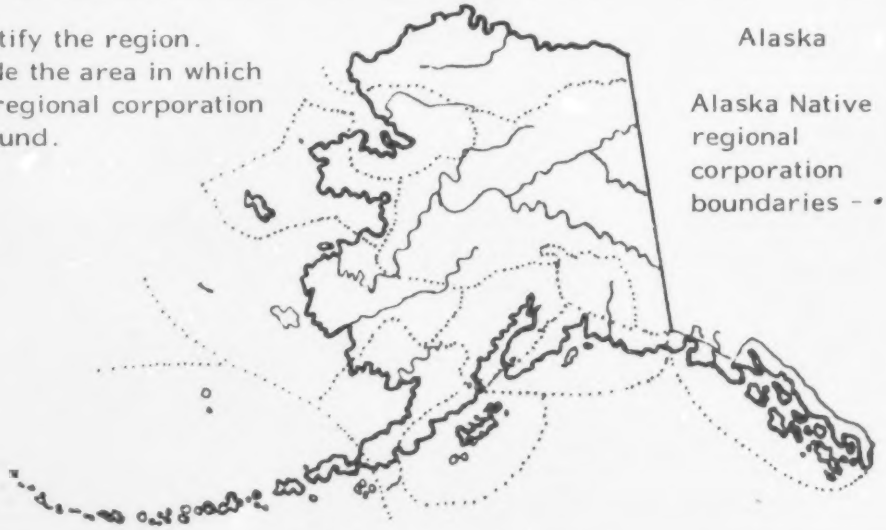
C. CHART STUDY. Complete the following chart by listing the advantages and disadvantages of each type of money investment found in column 1. Based upon your ideas, write your conclusion about the usefulness of each type of investment in column 4.

1 Type of investment	2 Advantages	3 Disadvantages	4 Conclusions
(bank deposits) securities			
new business enterprises			
savings accounts			

D. WHAT THE CORPORATIONS ARE DOING. Select one regional corporation and complete the following chart.

Name of the regional corporation:

1. Identify the region. Shade the area in which the regional corporation is found.



2.	Names of the corporation staff.			
3.	Names of the board of directors.			
4.	Number of regional corporation stockholders enrolled.		5. Number of regional stockholders who are non-village residents.	
6.	The regional corporation enrollment is ___% (percent) of the total enrollment.		7. Total amount of cash to to be received from the Alaska Native Fund.	
8.	Goals and priorities of the regional corporation.	Short Term (5 years)	Long Range (6-10 years)	

9.	Financial investments (stores, hotels, fishing fleets, lumbering, etc.)	Single ventures	Joint ventures

E. LEARNING EXPERIENCES.

1. Discussion topics.

   a. What specific corporation responsibilities have used up a lot of a regional corporation monies?

   b. Why do you suppose that the writers of the settlement act placed such a great amount of responsibility on regional corporations in carrying out the provisions of the act?

   c. Discuss the advantages of the village-regional relationships as designed in the settlement act. What problems do you see? Select one or two problems and propose alternative solutions.

   d. What regional corporation monies are taxable? Why are some monies not taxable?

   e. Discuss the ways in which an enrolled Alaska Native can benefit from the settlement act as: a stockholder of both the regional corporation and the village corporation; a member of a former revoked reserve; and a member of a special village (Kenai, Kodiak, Juneau, Sitka).

   f. What steps have been taken by regional and village corporations to solve the problem of not enough funds to run a corporation?

2. Create an exhibit that shows some of the current investment projects of a regional corporation.

3. Report on the computer service available from Calista Regional Corporation.

4. Prepare a list of ways in which a regional corporation has provided advisory services to village corporations.

5. Contact a regional corporation and find out how it keeps in touch with its stockholders. Find out ways in which the stockholder can be a more responsible participant in the regional corporation.

   How much does a stockholder really have the right to know about the activities of the corporation? Why?

   Unit Review

6. Make a list of the five (or some other number) most important facts a stockholder should know about the money portion of the settlement act.

7. Interview a regional stockholder and record specific questions that person has about the regional corporation. Research the answers and provide the information to the person which whom you talked.

8. Write a one or two page essay on the following:

   Why might an Alaska Native regional corporation stockholder feel a "communications and loyalties gap" between himself/herself and the activities of the regional corporation? What three suggestions could you make to close this gap?

THE LAND SETTLEMENT — UNIT EIGHT

Unit goals: At the end of the unit you should:

- know what limitations and values influenced village selection of lands;
- know the means by which some individual Alaska Natives could obtain fee simple title to lands because of the settlement act;
- recognize the implications of land ownership by Alaska Native regional and village corporations; and
- know how land ownership of Alaska will be divided as a result of the Alaska Native Claims Settlement Act.

Chapter 31 Village Corporation Selections

Learning objectives: After completing the chapter you should be able to:

- explain the two basic plans which are used to distribute most of the 22 million acres of surface estate lands to the village corporations;
- describe those situations where villages were able to select lands on a basis different from the typical method of most certified villages; and
- explain the similarities between patent and interim conveyance.

A. REVIEW. Multiple choice. Select the answer which best completes each of the following statements.

1. In the first step of village land selections (deadline, December 18, 1974) the amount of land which a certified village could acquire (excluding the nine southeastern villages) was based upon:

___a. population.
___b. amount of monies being received from the Alaska Native Fund.
___c. need.
___d. their lawyers' skills at getting as much as they could.

2. The remaining lands which the certified village corporations had not selected from the 22 million acres by December 18, 1974 were to be:

___a. divided equally among all the eligible villages.
___b. granted to the 12 regional corporations.
___c. given to village corporations on the basis of population and use.
___d. divided among the nine villages in southeastern Alaska.

3. Those local Alaska Native corporations which were eligible to receive both surface and subsurface rights to the land are:

___a. certified village corporations.
___b. villages who chose full title to their former reserves (such as Elim).
___c. the four special villages (Juneau, Sitka, Kenai, and Kodiak).
___d. certified Alaska Native "groups" (such as Caswell).

4. Which one of the following statements is true of a "patent" but not true of an "interim conveyance?"

___a. The land can be transferred to another individual.
___b. The land can be leased.
___c. The land can be sold.
___d. The land has been surveyed.

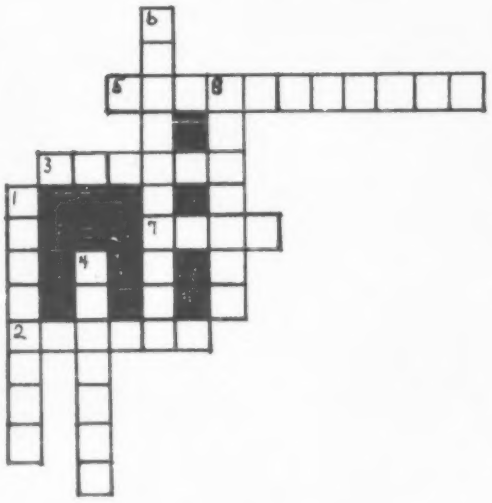
5. The four special named (Native) cities such as Goldbelt, Inc. of Juneau were entitled to receive land (by December, 1975)

___a. based upon the enrollment of the corporation.
___b. equalling not more than one township.
___c. equalling the land area upon which each of the stockholders had lived at the time of the enrollment deadline.

6. The agency that grants full title (patent) to a village for lands is:

___a. Alaska Federation of Natives.
___b. Alaska Native Fund.
___c. Bureau of Land Management.
___d. Justice Department of the United States.
___e. Bureau of Indian Affairs.

B. VOCABULARY. Complete the following cross-word puzzle.



Down

1. a unit of land equal to 36 square miles.
4. the portion of land to which village corporations (excluding villages on revoked reserves) will hold title of ownership.
6. ownership (of land) transferred to someone else.
8. A tentative issuance of title to land to a village or regional corporation is known as ___?___ conveyance.

Across

2. It is necessary to ___?___ land before it can be finally patented.
3. an official document that confers complete right of ownership.
5. An amount of land which a village is qualified to select is referred to as ___?___.
7. A unit of land equal to 43,560 square feet.

(Answers: acre, patent, township, entitlement, conveyance, interim, survey, surface)

C. LEARNING EXPERIENCES.

1. Discussion and essay topics.

   a. Review the reasons why most villages in Sealaska Corporation region were excluded from the land selection portion of the act.

   b. To what extent can a village corporation have any influence upon a region's development of the subsurface estate of the village's lands?

   c. Lands selected under the act are subject to what kinds of taxes?

2. Outline the boundaries of the land areas that the community in which you reside selected under the provisions of the settlement act. (U.S. Geological Survey Office, Anchorage, topographic map. One inch to four miles.)

3. Report topics:

   a. Responsibilities of the Bureau of Land Management regarding the settlement act.

b. Responsibilities of the Alaska State Division of Lands as it relates to the settlement act.

4. Draw a map to scale of a village and mark off one acre and/or one township.

5. Prepare a photo picture display of different areas of lands that were selected under the settlement act for a specific village. Include maps to show what areas the photos represent.

6. Make a salt-flour topographical map of the land area which a specific village selected under the settlement act. Indicate vegetation and land boundaries. Flag-mark known subsurface minerals. (Unit 8 project)

7. Select and illustrate key words in the chapter (words, pictures and meanings) for poster display.

Chapter 32 Limitations on Selections

Learning objectives: After completing the chapter you should be able to:

- list at least three kinds of prior rights which made some land unavailable to village corporations in the areas withdrawn for village selections;

- tell at least four requirements placed upon village corporations by the settlement act in their selection of lands; and

- apart from the legal requirements, explain why villages chose the lands that they did.

A. VOCABULARY. (a.) Briefly define each of the following terms as it is used in the chapter, and (b.) explain its importance to the land selection procedures.

1. core township
   a.
   b.
2. deficiency lands
   a.
   b.
3. prior rights
   a.
   b.
4. contiguous
   a.
   b.
5. goals
   a.
   b.

B. REVIEW. Complete each of the following statements, using the textbook.

1. Within areas of land withdrawn for village selection there were lands unavailable for selection because of prior ownership rights. Four examples of lands with prior ownership rights are:

a. _____ c. _____
b. _____ d. _____

2. The one unit of land that a village was required to select according to the provisions of the settlement act was the _____.

3. Three specific limitations stated in the act that would, in effect, influence the actual shape of the village land selection were that the lands be (a.) _____ _____ (b.) _____ (c.) _____.

4. A village located within the boundaries of a national park or wildlife refuge could select no more than _____ townships within the areas even though the village might be entitled to additional amounts of land.

5. What factor (aside from the legal requirements of the settlement act) do you think was the most influential in determining the choices that were made for selection of lands by the village corporation? Support your opinion with examples. (Write your answer with a specific village in mind, if possible.)

C. LEARNING EXPERIENCES.

1. Discussion topics.

   a. From what lands in Alaska were Alaska Natives permitted to select village corporation lands? Were all villages subject to the same requirements for village corporation land selection? Why or why not?

   b. Why do you suppose villages were required to select lands that were "compact," "contiguous," and "where possible of specified sizes?"

   c. What would have been the result if villages had been free to choose any lands up to a specified number of acres?

2. Choose a village that was eligible to select land under the act and find out which lands within the withdrawal area were unavailable for village selection.

3. Compare one of the village land selection illustrations from the chapter with a village in the region where you reside. What similarities in land selection problems are there? What differences in land selection problems are there?

How much land is each village entitled to receive? Briefly describe the kinds of natural resources present within each village area.

4. Interview a person who is familiar with the selection of lands for a village. Find out why particular land selections were made.

5. Write villages under the five categories of land selection procedures (see the previous chapter) and inquire about the factors which influenced their land selections. If possible inquire about their future plans for land use. Report your findings to the class.

Chapter 33 Individuals and Some Others

Learning objectives: After completing the chapter you should be able to:

- state the three principal ways in which most Alaska Natives could become individual landowners under the settlement act;

- identify two groups of Natives excluded from receiving individual tracts of land from certified village corporation reconveyance;

- name those who could receive title to land in addition to individual Alaska Natives or Native Corporations, according to the settlement act;

- compare the ownership rights on lands classified as allotments to those on lands conveyed to individuals by their village corporations; and

- explain two problems associated with reconveyance.

A. REVIEW. True and false: Place a (+) beside the sentence if the statement is true and a (-) beside the sentence if the statement is false.

_____ 1. Most Alaska Natives who become individual landowners will receive their land land by allotments.

_____ 2. Land received by the regional corporations was to be redistributed to Alaska Natives.

_____ 3. Lands reconveyed to individuals in accordance with the settlement act can not be sold until 1992.

_____ 4. The subsurface estate of lands reconveyed to individual Alaska Natives by the village corporation was to belong to the regional corporation.

_____ 5. All enrolled Alaska Natives could receive individual parcels of land in accordance with the settlement act.

_____ 6. A village which could receive land under the settlement act was required to transfer title to non-profit organizations for tracts of land they occupied at the time of passage of the act.

_____ 6. A village which could receive land under the settlement act was required to transfer title to non-profit organizations for tracts of land they occupied at the time of passage of the act.

_____ 7. An eligible non-Native could receive a tract of land from a village corporation.

_____ 8. An individual Alaska Native who lived outside a Native village but within the state of Alaska was ineligible to receive any tracts of land.

_____ 9. The subsurface estate of allotments obtained by individual Alaska Native in accordance with the settlement act belongs to the federal government.

_____ 10. There is no difference in rights of ownership for title held in allotments and title held on lands reconveyed by villages to individuals.

B. VOCABULARY. Select the word or phrase in column two which explains the meaning of the word in column one as used in the chapter.

Column 1	Column 2
___1. fee title	a. limited rights of ownership
___2. "hermit clause"	b. redistribution of land
___3. restricted title	c. unrestricted rights of ownership
___4. municipality	d. permanent residence
___5. reconveyance	e. governing unit of a town
	f. a parcel of land up to 160 acres which an eligible person living away from a village could receive

C. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Discuss the advantages and disadvantages of land ownership acquired through:
      (1.) receiving an allotment.
      (2.) reconveyance from a village corporation.
      (3.) individual application for land by someone living at an isolated location.

   b. What kind of impact do you think individual land ownership in the villages will have upon the culture and lifestyle of the community?

   c. Does an individual who receives land through reconveyance by the village corporation have to pay for it?

2. On a map of a specific village identify those places which are eligible to receive

land through village reconveyance. Represent each type -- individual residence, business, federal land, including airport runways, state land, etc. -- with a different color. Include trails and/or roads.

3. Interview three different people in the community and ask their opinions on (1.) problems they see that relate to reconveyance and (2.) good features about the land distribution under the act.

4. Essay: What I feel is important for the future of my village in response to the land claims settlement.

5. Attend a land planning meeting reconveyance. Report findings to the class.

6. On a village map identify those land areas that will be reconveyed to individuals and/or those areas that will be held by the village corporation.

7. Document on film or video tape the layout of a village that shows where buildings and homes are located. Explain in the narrative those places that are federal lands, state lands or municipalities to which title will be conveyed. Share with the school, a land claims class in a school in an urban area, village or with a neighboring village. Work in cooperation with the village corporation land planning group. Alternative: prepare an illustrated booklet of the land reconveyance plan for a village.

Chapter 34 Regional Corporations

Learning objectives: After completing the chapter you should be able to:

- identify the lands to which all 12 regional corporations in Alaska can receive title to only the subsurface estate;

- explain the relationship between the village and regional corporations regarding the rights to the surface and subsurface estate of the same lands;

- list at least three examples of the kinds of lands to which the 12 regional corporations can acquire title to both the surface and subsurface estate; and

- explain why only six regional corporations will acquire 16 million acres of surface-subsurface estate.

A. LANDS THAT THE 12 REGIONAL CORPORATIONS IN ALASKA CAN ACQUIRE.

Directions: Place the number of the type of land listed below in the correct

column to show what rights the 12 regional corporations have to that land. Some items may not qualify. (Use the textbook.)

Subsurface estate only	Surface and subsurface estate

1. village corporation land
2. Native "groups" land
3. historically significant sites
4. allotments
5. lands selected by village corporations of Sitka, Juneau, Kenai and Kodiak.
6. Naval Petroleum Reserve #4
7. cemetery sites
8. wildlife refuges

B. REVIEW. Complete each of the following.

1. An exception to regional corporation ownership of the subsurface rights of land which village corporations have selected is _____.

2. To what extent does a village corporation have any "voice" in a regional corporation's subsurface development of the village's lands? _____
_____

3. Name the six regional corporations that were eligible to select lands from the 16 million acres (surface and subsurface) estate.

a. _____ d. _____
b. _____ e. _____
c. _____ f. _____

4. Why are only six regional corporations eligible to receive land from the 16 million acres set aside for regional selection?

C. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Why do you think the 12 regions were selected by the designers of the settlement act to be responsible for the subsurface rights to most of the lands?

   b. What effect will the "checkerboard pattern" of regional land selections have upon the management of selected lands?

2. Collect legends of the area where you live that would tell about historic sites which should be preserved.

3. Make a list (and mark on a map) of the potential and existing historic sites and cemeteries in the area of a specific village.

4. Reports: Naval Petroleum Reserve #4
ERTS (Earth Resources Technology Satellite) in Alaska (U.S. Geological Survey, Anchorage)
Criteria for regional land selections

5. Draw a township map of a specific region and label the lands to which it will have surface and/or subsurface rights.

6. Prepare a map that shows the land selected by a village in relation to land selected by the regional corporation. Note any cooperative efforts to coordinate the selection of lands between the two corporations in a written or spoken report.

7. Collect newspaper clippings on current events related to regional land use: acquisition, surveying, management, use, etc. Display the information on a bulletin board and share with the class.

8. Create a mobile illustrating themes related to land and its significance to life.

9. Make a list of goals that a specific regional corporation has established on land use.

Chapter 35 Corporations as Land Owners

Learning objectives: After completing the chapter you should be able to:

- define the primary task of land management;

- name three ways in which Native lands can be put to use;

- using examples, tell why land use planning is necessary; and

- discuss the extent to which Native corporations are free to determine land use.

A. VOCABULARY. Briefly explain each of the following terms.

1. land management

2. zoning laws

3. goals

4. subsistence

B. REVIEW. Complete each of the following.

1. Name two land use requirements placed upon Native corporations by the settlement act once they receive their land.

   a. _____ b. _____

2. The major task of land management is to _____

   _____.

3. State one problem that can occur when a corporation is faced with the decision of how the land is to be used. Also explain why this problem occurs.

4. Give any three examples of land development (as the term is used in the textbook).

   a. _____ b. _____

   c. _____

5. Are Native land-owning corporations completely free from restrictions upon their activities? _____ If your answer is "yes," tell why: _____

   _____.

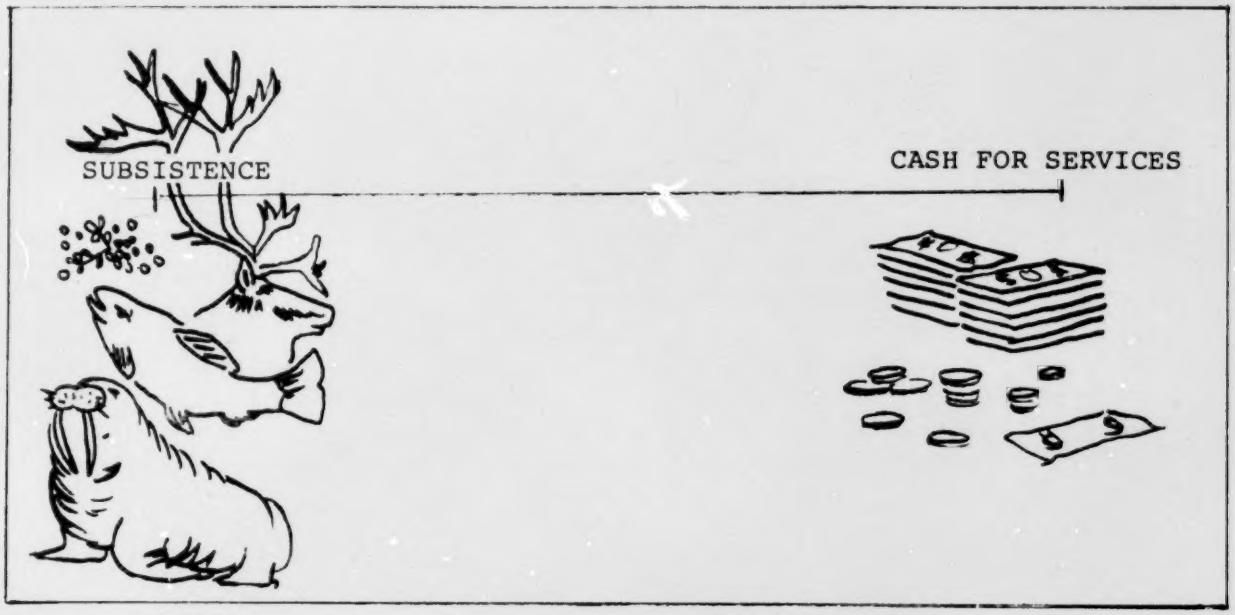
   If your answer is "no," tell why: _____

   _____.

C. WHAT DO YOU THINK? (For class discussion purposes only.)

1. For purposes in this exercise, subsistence is defined in its most extreme form as "complete dependence upon the land for food, clothing and shelter, obtained directly from the land by the family members." Cash for services means that food, clothing and shelter are obtained only by paying cash (or using credit) for the services required to provide those necessities of life.

2. Directions: You are to place an X on the continuum line where you estimate your family is between total subsistence and total cash for services.



D. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Should a village or region continue to use the land as it has in the past? Why or why not?

   b. Discuss the possible results if there was no land management plan for the lands received under the settlement act.

   c. What can be done by stockholders to be certain that land use decisions will be the desire of all the stockholders?

   d. Why do you suppose that village corporations must submit land use plans to the regional corporations for review?

2. Create a list of land use practices that you would like to see used by the land use/planning department of the region in which you live. Include the reasons for selecting those particular ideas.

3. Draw a map of a particular village's land selection area (or region, such as

Ahtna Region) and show what natural resources (animal, plant, and mineral) are present that will require responsible management procedures to assure the greatest benefits to the stockholders.

Chapter 36 The Public

Learning objectives: After completing the chapter you should be able to:

- list three ways in which the settlement act provides for the conveying of land rights to the public;
- briefly explain why the provision for easements creates problems for the conveyance of land to Natives;
- explain the implications of national interest withdrawals for Alaska Natives; and
- compare a municipal government to a village profit corporation.

A. VOCABULARY. In the space after each word write an example of the term after which is placed "E," and write a definition of the word after which is placed a "D."

1. national interest lands E
2. easement D
3. municipality D
4. renewable resource E
5. ecosystem D

B. REVIEW. Answer each of the following questions, using your own paper.

1. What are two specific examples for each of the following proposed national interest lands?

National parks	National forests	Wildlife refuges	Wild and scenic rivers
a.	a.	a.	a.
b.	b.	b.	b.

2. What are two potential problems for Alaska Natives due to the federal withdrawal

of lands for national parks, forests, wild and scenic river systems, and refuges under the settlement act?

a.

b.

3. Why did the federal government withdraw 40 million acres of federal lands in addition to the 83 million acres of land which were proposed as national forests, parks, refuges and the wild and scenic river systems?

4. According to the textbook what are two problems which the provision for easements in the settlement act creates?

a.

b.

5. What is the purpose for providing lands for municipal corporations in the settlement act?

6. What is the difference between a village profit corporation and a municipal corporation?

C. LEARNING EXPERIENCES.

1. Discussion topics.

a. What effect does federal land such as national parks have upon subsistence living?

b. Discuss current problems related to proposed easements. What position is taken by the Alaska Federation of Natives? the state of Alaska? the Bureau of Land Management? sportsmen? environmentalists? yourself? What effect would any one of these positions have upon a specific community if adopted?

c. What benefits can national interest lands (parks, refuges, wild and scenic river systems and forests) provide residents of the areas where these lands are located?

d. What problems are created between village profit corporation land use and municipal government land use? What solutions could be suggested?

2. Create a picture (mural) that illustrates the type of land and water resources--birds, fish, etc.-- found in the national interest lands designated within the boundaries of a specific region of Alaska.

3. Report topics:

"The impact of federal (Sec. 17(d) (1) and (2)) lands upon the lifestyle of the residents of the area"
"Benefits and problems of municipal government in relation to provisions of the settlement act"
"Status report of proposed national parks, forests, refuges and wild and scenic rivers"
"Influence of the nation-wide environmental movement upon the Alaska Native Claims Settlement Act"
"Public lands and my community"
"Implications of national interest lands (in Alaska) for residents of Alaska"
"Implications of national interest lands in Alaska for all residents of the United States"

4. Find out what percent of lands the federal government holds in two other states in the United States. Compare the findings with the amount of Alaska land which will be held by the federal government.

5. Collect Alaska Native land settlement current event newsclippings for a scrapbook or bulletin board display on:

- national interest lands in Alaska
- easements
- municipalities

SHAPING THE FUTURE UNIT NINE

Unit goals: After completing the chapter you should know:

- the extent to which self-determination is provided in the Alaska Native Claims Settlement Act;
- that the fundamental obligation of Native corporations is to fulfill certain basic goals common to all corporations;
- that Native corporations have identified for themselves additional goals; and
- the success of corporations will rest in part upon the quality of its leadership and its stockholders.

Chapter 37 Self-determination

Learning objectives: After completing the chapter you should be able to:

- explain "self-determination" as a feature of the Alaska Native Claims Settlement Act;
- analyze the extent to which Alaska Natives can exercise self-determination; and
- discuss the possible implications of the settlement act upon federal government policies for Alaska Natives.

A. VOCABULARY. Write a brief definition of the policy of "self-determination" as it is explained in the textbook.

B. REVIEW. Complete each of the following in the spaces provided.

List those responsibilities given Alaska Natives in the settlement act which would be examples of self-determination.	List the specific limitations placed upon Alaska Native self-determination by the settlement act.

(continued)	(continued)

2. There are limitations placed upon Alaska Native self-determination by the settlement act because _____

_____

_____.

3. What was meant by the claim that the settlement act was a method of "termination" rather than self-determination? _____

_____

_____

_____.

C. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Why do you suppose the topic of "termination" is included in the chapter on self-determination?

   b. What effect upon the federal government trust relationship to Alaska Natives does the settlement act have?

   c. Why was there a 20 year prohibition of sale placed on the corporation stock? What might have happened, if anything, if such a limitation had not been included in the settlement act?

2. Using the statement on self-determination by Sam Kito in the text, write a brief paraphrase (summary statement in your own words) of what he said.

3. Report to the class some of the basic summaries about federal programs to Alaska Natives found in the conclusions of the 2-c study of 1975.

Chapter 38 Goals of Corporations

Learning objectives: After completing the chapter you should be able to:

- name the goals imposed upon Native corporations by the fact that they are business corporations;
- explain why profits are important to preserve the land base given Natives in the settlement act;
- identify three additional goals which Native corporations believe to be important to the stockholders; and
- discuss the importance of defining "the Native way of life."

A. VOCABULARY. Tell the meaning of each of the following terms in the space provided.

1. corporate goals
2. land base
3. compatable goals

B. REVIEW. If the statement below is true, place a (T) in the space to the left. If the statement is false, place a (F) in the space to the left.

_____ 1. The main goal of all Native business corporations formed after the settlement is to provide employment for the stockholders.

_____ 2. If business corporations created after the settlement act which have land do not earn enough profits, they stand to lose the land.

_____ 3. All Native land received from the settlement act of 1971 is not taxable.

_____ 4. Corporation profits are necessary to pay both dividends to stockholders and taxes on Native owned lands after 1992.

_____ 5. Next to earning profits the goal of maintaining subsistence resources is most important to all the Native corporations.

_____ 6. "The Native way of life" is defined in the Alaska Native Claims Settlement Act of 1971.

C. CHART STUDY. Goals of Caiista Corporation, (textbook).
After reading the corporation goals of Calista, answer each of the following questions.

1. Name the kinds of resources available to the region for potential development.
2. Name three potential profit-making activities of the corporation.
3. What are four direct service benefits to the stockholders?
4. Aside from the profit-goals what seems to be a primary goal of the Calista Corporation?

D. CORPORATION GOALS. Select and obtain the most recent annual report of a region or local business corporation and answer the following questions about the corporation's goals.

1. What seem to be the three most important goals of the corporation?
2. Which one seems to be the most important?
3. If goals are not written in the report, what three major concerns are included in the annual report of what happened during the year?
4. After reading the annual budget, where did most of the money go that was spent?
5. Draw conclusions as you see appropriate about the activities of the corporation based upon what the corporation desired to achieve, where the money actually went, and how well the goals were carried out.

E. LEARNING EXPERIENCES.

1. Discussion topics.

   a. Discuss the extent to which the Native corporations are unique (or not unique) when compared to other business corporations in the state of Alaska or the United States of America.

   b. Why are land and money features of the settlement act so closely related?

   c. Compare the goals of Sealaska Corporation to those of NANA Corporation; Cook Inlet Regional Corporation; and Ahtna, Inc. How are they similar? different? What might account for these observations?

   d. What is the "Native way of life" for a person from southeast Alaska Tlingit culture? from NANA? Cook Inlet? Arctic Slope? How similar are the styles? What would be a useful way of life as a Native? non-Native? Alaskan resident? a United States resident? a member of the world-wide community of people?

2. Prepare a one page paper that describes changes that have occurred in your community due to goals established and carried out by local or regional bus-

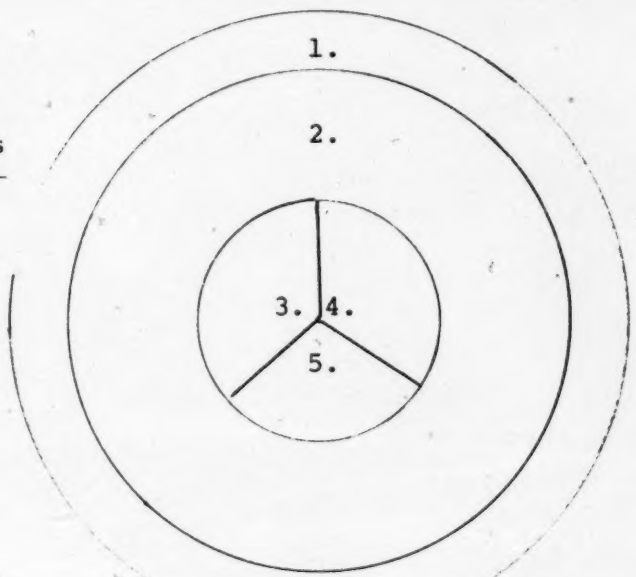
iness corporations established after the settlement act. Include a paragraph which tells how you personally have been affected.

3. Prepare a list of goals that you would like to see accomplished by a business corporation in the region in which you live (village or region). Review the goals of the corporation that you had in mind and compare them with the ones that you selected. Write a brief paragraph to summarize what you observed between your own goals and the goals of the corporation.

4. Pretend that you have been selected to create a symbol that represents a particular Native corporation which was formed after the settlement act. You are to represent the corporation's values -- those things which the corporation wants to accomplish because they are worthwhile. Use the following form and select four values, representing them in symbols in the spaces provided.

(1.) Corporation name

(2., 3., 4.) Values of the corporation



5. Create a mobile that shows five goals of the region/or local business corporation near your community.

Chapter 39 Responsibilities

Learning objectives: After completing the chapter you should be able to:

- define "good faith" and "reasonable care";
- identify qualities desireable for leadership;
- using examples, explain why Alaska Native corporation decisions are particularly difficult to make; and
- describe a responsible stockholder.

A. VOCABULARY. Write an example that describes each of the following phrases.

1. to act in good faith

2. to act with reasonable care

3. multiplicity of goals

B. REVIEW. Complete each of the following.

1. What is the main idea of the chapter? _____

_____

2. What are two additional important points made in the chapter?

a. _____

_____

b. _____

_____

C. QUALITIES OF LEADERSHIP.

1. In the spaces below list those qualities which are desireable for responsible leadership in a business corporation. (Think of the qualities of someone you know and consider to be a leader in the school or community.)

a. b.
c. d.

e. f.
g. h.
i. j.

2. Write five desireable characteristics of a responsible stockholder of a corporation.

a. b.
c. d.
e.

3. Number the qualities of leadership in C.1. in the order you think they should be from the most important to the least important.

D. LEARNING EXPERIENCES.

1. Discussion topics.

a. Why does the chapter title suggest that responsibilities for corporation leadership are "imposed?"

b. In addition to the legal requirements for corporation leadership, why is Native corporation leadership described as carrying a "burden of responsibility?"

c. To what extent is there an unequal distribution of corporation benefits to Alaska Natives? What is the reason for this?

d. Why is it sometimes difficult to determine what is fair in corporation decision-making?

e. Name a conflict of interest situation that could arise within a business corporation and include a means of solving the problem.

2. Take a poll: Ask five people in your community to name four qualities of leadership in conducting corporation activity that are the most important. Compare your findings, write a summary and make a presentation to the class.

3. Summarize the responsibilities of a member of the board of directors, three staff people and the stockholders of a specific Native business corporation. (Available in the constitution and by-laws of the business corporation.)

4. Write a paragraph telling what you feel is the greatest responsibility of leadership for Native corporations today.

EPILOGUE

Learning objectives: After reading the epilogue and reflecting upon the earlier portions of the textbook, you should be able to:

- tell what makes Howard Rock confident about the future;
- give reasons other people have for being optimistic or pessimistic about the future; and
- evaluate the reasons given by others and make your own estimate about the future.

A. WHAT DO YOU THINK? After reading each of the following quotations about the Alaska Native heritage, answer the questions below in paragraph form.

1. "Our ancestors have left no great cities to mark their passing, no legends of conquest, no great towers or pyramids. Their monument to time is a way of life. A way of living with the land. A way of surviving. A way of relating to the world and to other people. Will this cultural identity, this way of life, survive only as a museum relic or a roadside monument? Or will it live on with the people?

   Our way of life was well developed long before Western man emerged from the forests of Europe. But will it live on to bring some of its wisdom into this new and always changing world?

   Will it survive at least for the village people who, like the elders of Nightmute, simply want 'to live in a way of somewhat different?'"

   — Yupiktak Bista, A Report on Subsistence, 1975.

   a. What qualities of life that you know about from your family and community are those especially worthy to be carried on and shared with other peoples?

b. For your community have you seen any changes since the land claims settlement? Do you want to see changes? If so, what kinds? If not, why?

2. "...Until now, we...never thought ourselves owners of the land. We were its guests, and we fed at the table of the sea. These were our hosts, and we treated them with respect. Now we have won ownership of a portion of our ancestral lands. We accept them willingly, but not without a sense of awe and reverence."

-- from Koniag, Inc.
1974 Annual Report

a. What do the first three sentences mean?

b. What note of caution is suggested by the last sentence?

B. QUESTIONS FOR ESSAYS.

1. What are present day issues facing Alaska Natives as plans are made and carried out in accordance with the land claims settlement?

2. What changes would you like to see made in the Alaska Native Claims Settlement Act? Give reasons for your suggestions.

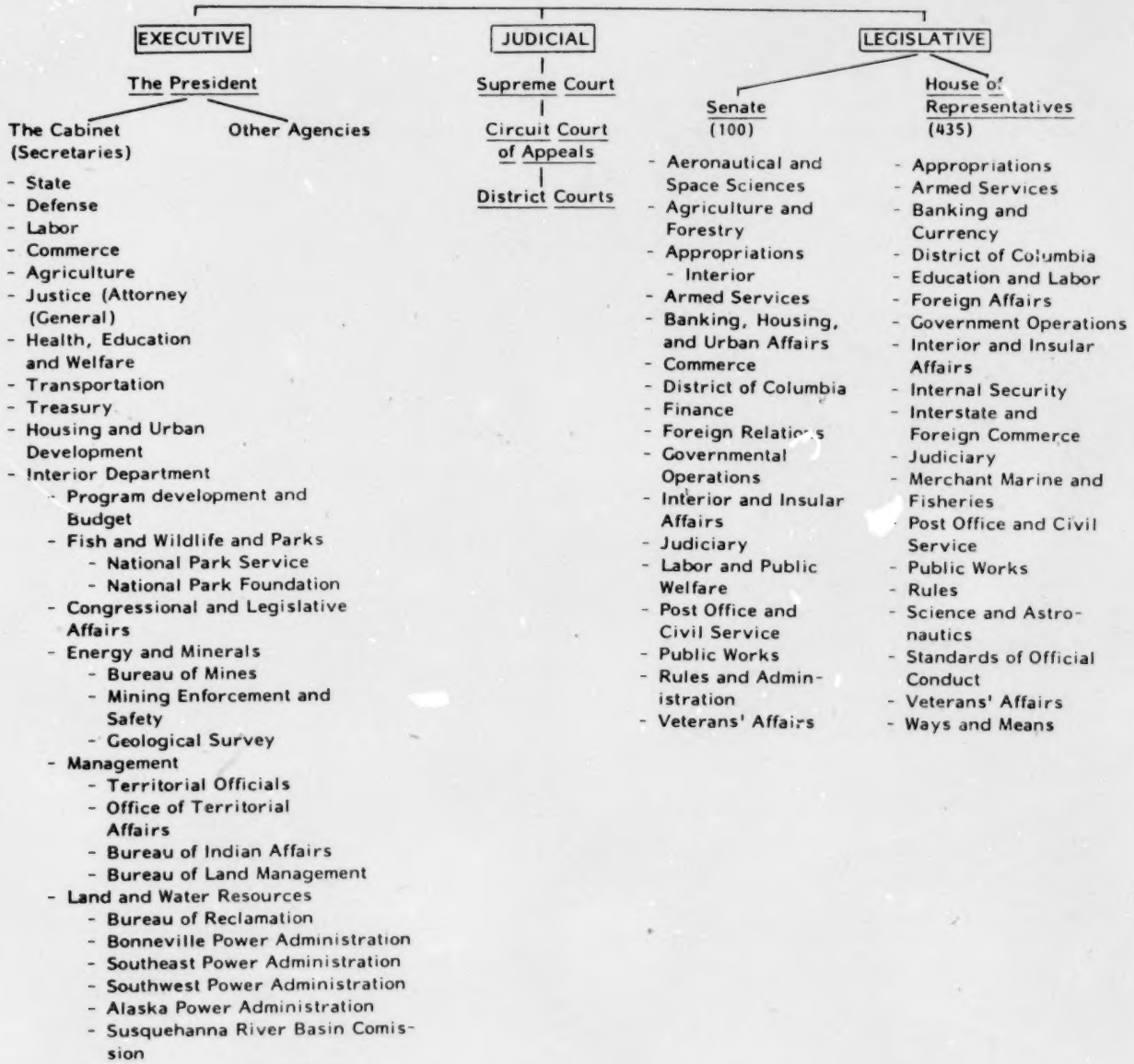
3. What four things from this course have been most helpful to you? Be sure to include reasons for having selected those four choices.

4. What are some things that need to be looked at that should cause a need for concern about the success or failure in carrying out the opportunities created for Alaska Natives by the land claims settlement?

5. What problems and opportunities are created for Alaska Natives by the land claims settlement?

6. Based upon what you have learned in this course, what can you do to be an active participant in creating a better life for the future?

APPENDIX A: U.S. FEDERAL GOVERNMENT STRUCTURE



APPENDIX B: HOW A BILL BECOMES LAW

According to the Constitution of the United States of America, one of the primary functions of Congress is to make laws. The process begins when a bill (a proposed set of ideas on a particular topic) is presented to both houses of Congress for approval and then presented to the President of the United States.

Only members of Congress (either the House of Representatives or Senate) may introduce legislation. A bill may originate in either house. Ideas for bills can come from (a.) congressmen, (b.) petition by constituents of a congressman to him, or (c.) the President (and his Cabinet) directly to the Speaker of the House of the President of the Senate.

If the bill is approved by either legislative body it is referred to as an "act."

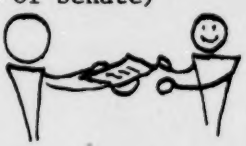
Journey of a bill

(1.)

A bill is introduced to House (or Senate)

(2.)

Referred to appropriate Standing Committee by Speaker of the House (President of Senate)

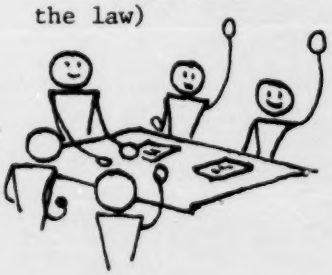


(3.)

Standing Committee study of the proposed ideas. Hold necessary public hearings.

(4.)

Standing Committee votes on proposed bill and writes a report including a description of the bill's purpose (basis for intent of the law)

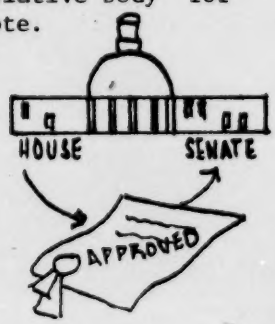


(5.)

Bill presented to entire House (Senate). If passed, becomes an "act".

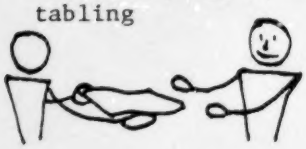
(6.)

The act (bill) proceeds to other legislative body for vote.



(7.)

Referred to appropriate standing committee for amendment, approval, or tabling

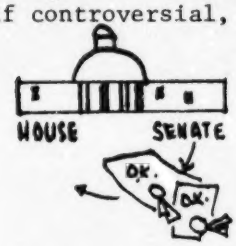


(8.)

Presented for vote to legislative body (Senate)

(9.)

Returned to House with changes (amendments). If controversial, then

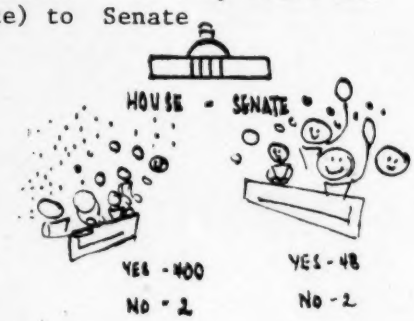


(10.)

Joint conference committee assigned (House-Senate) to work out problems

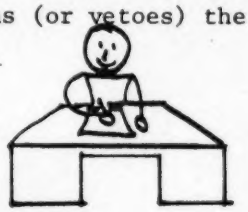
(11.)

Passed by House and Senate



(12.)

Presented to the President of the United States signs (or vetoes) the bill.



(13.)

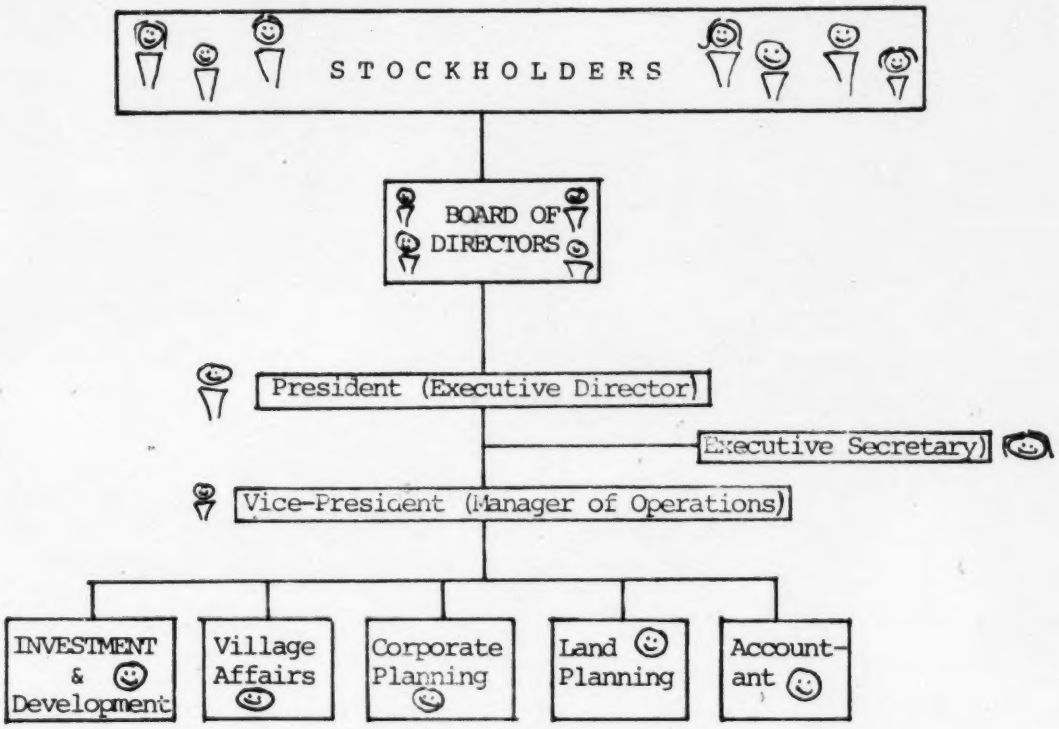
Act entered into the official Statutes at Large and the United States Code of Laws as a law (statute).

Questions to answer

1. Who may present a bill to the floor of Congress for legislative approval?
2. In which branch of the Congress may a bill be introduced?
3. Ideas for a bill may come from what three sources?
4. The study of a bill and the gathering of information (including public hearings) are done by __?__
5. Explain the importance of the written report that accompanies the recommendation of the Standing Committee.
6. State the purpose of a joint (House and Senate) conference committee.
7. A set of ideas that has been approved by both houses of Congress and presented to the President of the U. S. and approved is called __?__
8. The approved bill as law is entered into the official collection of laws called (a) __?__ and (b) __?__

APPENDIX C: (SAMPLE) REGIONAL BUSINESS CORPORATION STRUCTURE

(based upon limitations stated in the Alaska Native Claims Settlement Act of 1971)



Responsibilities of members and staff

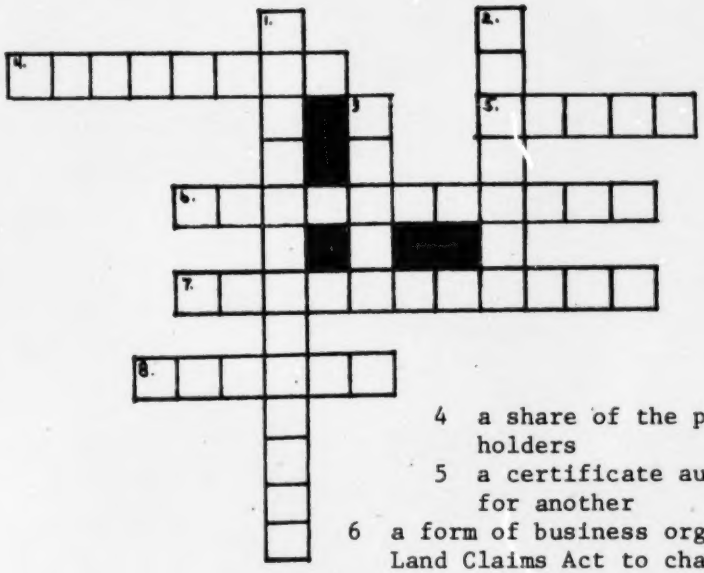
Stockholders:
- own a portion of the corporation
- elect the board of directors
- receive dividends
- receive a share of the Alaska Native Fund
- receive additional service benefits
- review by laws
- ratify articles of incorporation

Board of directors:
- set guidelines and policies of the profit-making corporation
- hire executive director to carry out the policies

Corporate staff:
- carry out the policies set by the board
- sign contracts
- recommend policies to board
- keep stockholders informed of the corporations activities

APPENDIX D: CROSS-WORD PUZZLE

Complete the following cross-word puzzle.



Down

1 a request for official recognition by the state to conduct a business corporation
2 initial amount of funds used to bring in additional income
3 a share of the corporation which an owner holds

Across

4 a share of the profits distributed to stockholders
5 a certificate authorizing one person to vote for another
6 a form of business organization specified by the Land Claims Act to channel monies and land to the Alaska Natives
7 owners of a corporation
8 rules adopted by an organization mainly to govern the directors and officers and regulate their affairs

APPENDIX E: POETRY

CINQUAIN (sin-can) is a poetry form that comes from France. It has a special style for which it is named. The name of the word cinquain refers to the French word for the number five. There are five lines in the poem. A cinquain is usually done with these guidelines:

Line 1	Title (a noun: one word)	Life
Line 2	Describes the title (two words)	very exciting
Line 3	Action words or phrase about title (three words)	providing for all
Line 4	Describe a feeling about title (four words)	opportunity for self-expression
Line 5	Refers to title (one word)	good

In the spaces below write a cinquain on one of the following topics:

Importance of land; heritage; on savagry; or select your own topic as related to the chapter.

_____

_____ _____

_____ _____ _____

_____ _____ _____ _____

_____

APPENDIX F: WHAT DO I VALUE

What is important to me?

1. List those ideas/things that are important in life as an individual, member of a family, member of a community, as an Alaskan, as an Alaskan Native, as a member of the world community of people.

2. Identify the Alaska way of life. It is recognized that philosophies of life evolve as each person experiences life; hopefully that philosophy grows and strengthens if properly nourished.

What are my goals that will show my values?

Based upon the beliefs that you regard as important, you can set goals in life, that is, you can begin to list those things that you want to see happen in your life, for yourself and for other people. List those goals:

1.

2.

etc.

What must I do specifically that will help me to live out my values?

Now that you have identified those goals that you believe will reflect your values, list some ways in which you feel that you can reach those goals (specific actions).

1.

2.

etc.

Review this guide at the beginning of the course so that periodically through out the course you can refer to the outline and attempt to form some responses. By the end of the course try to formulate responses to each of the outlined areas.